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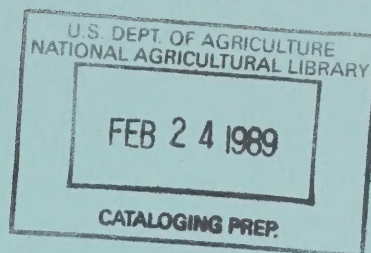
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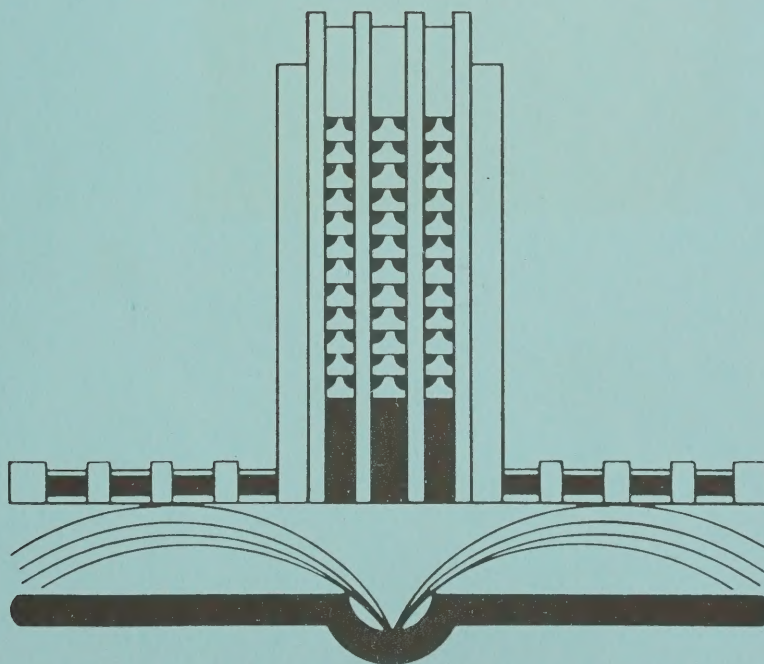
4Hprk: Youth Development

A Professional Research and Knowledge Taxonomy for Youth Development

Kathleen C. Hayes
Family Information Center
and
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Youth Development Information Center

September 1988

National Agricultural Library
(301) 344-3704



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Special thanks go to NAL support staff, Becky Thompson and Terry Price.

Background

The Professional Knowledge and Research Base of Extension 4-H Youth Development (4hprk) was a project funded by the Extension Service, U.S. Department of Agriculture. Two Land-Grant Universities cooperated with officials from the Extension Service and the National Agricultural Library (NAL) to identify the knowledge and research base of Extension 4-H Youth Development education and to abstract/compile the foundation materials to strengthen research-based 4-H youth development education throughout the United States.

Professional Research Knowledge Taxonomy Created

The Cooperative Extension Service, Mississippi State University completed the identification, collection, and annotation of works of research and inquiry related to Extension 4-H Youth Development from the academic, public and private sectors. The Ohio Cooperative Extension Service completed the identification and compilation of the knowledge base dimension of the project. This compilation represents the resources most frequently identified by Extension 4-H Youth Development professionals in the States as cornerstones for their educational programs.

The resources were subsequently sorted for the use of educators according to the five (5) basic component areas that comprise the identified knowledge base from which 4-H youth development proceeds: Communication, Educational Design, Youth Development, Youth Program Management, and Volunteerism.

Resources Housed at the National Agricultural Library (NAL)

A collection of resources identified as the 4-H professional, research and knowledge base (4hprk) is currently being assembled at NAL. Key research, books, and journal articles are being processed for the collection and subsequently added to AGRICOLA, NAL's national and international electronic database.

This bibliography, A Professional Research and Knowledge Taxonomy for Youth Development: Youth Development, was created by using the identifier "4hprk youth development" during a search of the AGRICOLA database. Readers will find such subject matter as: psychological, emotional, physical, social-moral, cognitive development of adolescents, as well as vocational career development, current issues and problems, and family relationships.

In addition to being accessible electronically, hard copies of the publications are also available through the interlibrary loan system of university and local libraries.

Accessibility to published literature is one of NAL's goals. Please refer to the end of this bibliography for information on how to obtain copies of these items.

Youth Development Information Center
Established at the National Agricultural Library

One result of this tremendous effort has been the formation of a Youth Development Information Center. A joint project of the Extension Service and the National Agricultural Library, the Center's staff assist youth development professionals with accessing the resources of the Library. The staff also assist the National Association of Extension 4-H Agents as they continue to identify and abstract resources for the 4hprk collection.

The Center staff work with other youth development agencies and organizations in the establishment of national youth information networks. Staff also identify materials for the national collection.

Services offered by the Center's professionals include: answering specific questions, referring users to other agencies and organizations, and conducting literature searches in a variety of databases.

1
1983 Minnesota Survey on Drug Use and Drug-related Attitudes.
Benson, Peter L.
Minneapolis, MN: Search Institute, 1983.
NAL Call No.: HV5824.Y68N5

Abstract: This study was to provide new information about drug use and drug related attitudes among Minnesota youth. A systematic, statewide survey of nearly 11,000 Minnesota, 8th, 10th, and 12th grade students was conducted. This document presents the results of the statewide survey. A wide range of topics were covered and reported here: alcohol, driving while drinking, cigarette use, marijuana use, other drug use, age of first use, sex differences, public/nonpublic differences, and school district classification differences. One of the most helpful findings was that youth desire additional school-based opportunities to discuss drugs and alcohol.

2
4-H Self-concept Building in Century III.
Fu, V. R.; and Wampler, K. W.
Nov/Dec 1979. v. 17 p. 15-19.
Madison: The Journal of Extension.
NAL Call No.: 275.28 J82

Abstract: The purpose of conducting the study mentioned in this article was to investigate attitudes toward sex-roles as seen through the drawings of preadolescent 4-H members. The use of drawings for this study was based on the fact that drawings have been used extensively in evaluating various personality dimensions and as indicators of psycho-social development. The drawings represented the children's interpretation, perception, and conception of males and females in different situations. This reflects their own identifications, expectations, and status in society at large. A male or female leader who is self-assured and possesses a wide range of human qualities is an excellent role model for a child. Through interactions with the children, they can enhance their personal identification while encouraging wide range development of human qualities. Adults working with children are obligated to offer the best opportunities for the development of a child's individual potential.

3
Accuracy of Weight Perception Among Young Adolescent Girls: An Examination of Personal and Interpersonal Correlates.
Forehand, R.; Faust, J.; and Baum, C. G.
Summer 1985. v. 5 (2) p. 239-245.
Tucson, AZ: The Journal of Early Adolescence.
NAL Call No.: HQ796.J62

Abstract: The purpose of the present study was to examine the personal and interpersonal characteristics of young adolescent females who accurately and inaccurately perceived their weight. Ninety-nine sixth and seventh graders served as subjects. Three observers rated each subject as under, average, or over weight. Each subject rated herself as being under, average, or over weight. In addition, the adolescents completed a depression measure and a self-concept measure. Sociometric measures and teacher ratings of popularity also were completed. A discrepancy score between observer and adolescent rating of weight was then calculated and subjects were placed into one of three categories: Underestimate, accurate estimate, and overestimate judgment groups. The results indicated that approximately one-half of the sample accurately estimated their weight as there were 49 accurate estimates, 18 overestimates, and 32 underestimates. Furthermore, relative to accurate estimation, inaccurate weight estimation was associated with personal maladjustment (depression and poor self-concept) but not interpersonal difficulties (popularity). The underestimate and overestimate groups did not differ from one another on any of the dependent measures. Implications of the results for nonclinic and clinic populations are discussed.

4

Adolescence.

Lloyd, M.

Cambridge, MA: Harper and Rowe, 1985.

NAL Call No.: BF724.L63

Abstract: No abstract available.

5

Adolescent Alcohol Abuse: Subgroup Differences and Relationships To Other Problem Behaviors.

Barnes, G. M.; and Welte, J. W.

Spring 1986. v. 1 (1) p. 79-94.

Tucson, AZ: The Journal of Adolescent Research.

NAL Call No.: HQ793.J68

Abstract: Studies show that youthful alcohol abuse is associated with a variety of other adolescent problem behaviors, such as illicit drug use and delinquency. The study determined the prevalence and correlation of alcohol abuse using a very large representative sample of secondary school students in New York State. The relationships between alcohol-related problems and other problem behavior was examined in the context of adolescent problem behavior theory. In addition, the extent of alcohol problems and the relationships between alcohol abuse and other problem behaviors may be different in minority groups than among the majority population of youth. These issues have not been adequately studied since most surveys of adolescent

drinking have not included large numbers of Black, Hispanic, and other minority youth. The ethnic diversity of New York State and this large sample of over 27,000 students permit an examination of alcohol abuse among specific adolescent minority groups.

6

The Adolescent Girl in Conflict.

Konopka, Gisela

Englewood Cliffs, NJ: Prentice-Hall, c1966.

NAL Call No.: HV6046.K6

Abstract: This indepth 3-year study of delinquent girls attempted to delineate what factors brought young girls into conflict with society and what elements in the maturing process made them vulnerable during their adolescent years. Interviews were conducted with girls whose behavioral problems had brought them to the reformatory and the delinquency institution.

7

Adolescent Self-esteem: a Multidimensional Perspective.

Openshaw, D. K.; Thomas, D. L.; and Rollins, B. C.

Fall 1981. v. 1 (3) p. 273-282.

Tucson, AZ: The Journal of Early Adolescence.

NAL Call No.: HQ796.J62

Abstract: The study empirically combines two commonly used measures of adolescent self-esteem, the Rosenberg Self-Esteem Scale and a modified version of the Osgood Semantic Differential, with special attention focusing on the degree of association between two measures. A crucial aspect of the study focused upon ascertaining the degree of association between four suggested independent dimensions of self-esteem derived from the two instruments. In addition, the study utilized sex and generation variables in assessing structural equivalence. A stratified random sample of 184 families with adolescents was taken. Self-report data were gathered from this sample. Factor analysis with varimax rotation and the Cronback Reliability Coefficient were the statistical procedures employed. The findings of the study suggest two important considerations for self-esteem research and application: first, the results indicate that four valid and reliable dimensions of self-esteem can be derived from the two instruments; and second, the dimensions derived demonstrate structural equivalence.

8

Adolescents' Views on Issues Related to Divorce.

Kurdek, L. A.; and Sinclair, R. J.

Winter 1986. v. 1 (4) p. 373-387.

Tucson, AZ: The Journal of Adolescent Research.

NAL Call No.: HQ793.J68

Abstract: In this study, 208 junior high school students were asked to imagine that they were divorced parents. Students' views on child custody and visitation issues were related to their current family structure (intact with low or high levels of interparent conflict, mother-headed divorced, or reconstituted with stepfather), gender, and grade (7 or 9). Girls in intact families indicated that they would see their children more frequently than boys. Boys wanted their imagined ex-spouses to visit more frequently than girls did. All adolescents predicted more frequent visitation by themselves than by their imagined ex-spouses, and this was particularly true for girls in low conflict intact families. When adolescents from intact families were asked to imagine that their parents were getting divorced, ninth graders (relative to seventh graders) and boys (relative to girls) were more likely to want to live with both parents, and girls were more likely to want to live with their mothers. Relative to adolescents in other family structures, adolescents from reconstituted families were most likely to think that a stepparent could replace a real parent.

9

Adolescents: Segregated and Subordinated.

Francis, R. M.; and Walker, G.

May/June 1981. v. 2 (3) p. 9-13.

Tucson, AZ: New Designs for Youth Development.

NAL Call No.: HQ793.N48

Abstract: This survey was part of a project begun in 1979 to involve young people and community leaders in an effort to reduce the level of delinquent behavior and to increase positive youth development in the community. The survey had two purposes: to measure the amount of delinquent activity that young people were involved in and to gain a better understanding of adolescence and some of the factors which cause young people to commit delinquent acts. Data from questionnaire items were grouped into five indexes, reflecting the type and the extent of a youth's involvement. Types of delinquent involvement, age of youth involved in delinquent behavior, alienation of youth from adults, peer pressure, parent alienation from the juveniles, and alienation from school and from local authorities were all categories, mentioned in the study. For adults and adolescents to live and work together there must be changes as indicated here.

10

Age and Sex Differences in Early Adolescent's Information Sources.

Gould, A. W.; and Mazzeo, J.

Fall 1982. v. 2 (3) p. 283-292.

Tucson, AZ: The Journal of Early Adolescence.

NAL Call No.: HQ796.J62

Abstract: This study investigated the effects of age and sex on the information sources to which early adolescents turn when confronted with questions concerning general life issues. A total of 615 male and female adolescents ranging in age from 10 to 14 years, responded to a questionnaire consisting of 15 different sources in information. Analysis of the preferred information source utilizing log linear models indicated significant age and sex effects. Specifically, at each age level the odds of a female choosing mother as opposed to father as a source of information was 14 times greater than the same odds were for males. Additionally, it was found that both sexes increasingly rely on peers as age increases, but females rely on peers earlier and to a greater extent across all ages than do their male counterparts. The results are discussed in relation to the available literature concerning adolescent information sources.

11

All Grown Up & No Place to Go: Teenagers In Crisis.

Elkind, David

Reading, MA: Addison-Wesley, 1987 printing, 1984.

NAL Call No.: HQ796.E53 1987

Abstract: Psychologist David Elkind wrote All Grown Up and No Place to Go for parents and other adults who deal with teens to help them understand the pressures facing today's adolescents and to offer advice concerning how to guide teens through those turbulent years. The book points out societal changes and problems and how they take their toll on adolescents. Part I documents the idea of premature adulthood which is pervasive in modern American society and emphasizes the stress that this brings about for teens. Elkind asserts that teenagers must adjust to the physical development of puberty, a new way of cognitive thinking, and peer shock--the struggle of adjusting to concepts of social exclusion, betrayal, and disillusionment. Society requires these adjustments, while at the same time taking the necessary time for adjustment away from adolescents by bestowing upon them premature adulthood. An inordinate amount of stress is the result. Part II deals with the recent disappearance of traditional external "markers," such as clothing that differentiates children from adults and information that was previously reserved for adults. Family life disruption by divorce and step families is explored, as is the failure of schools to provide for the personal identity and educational needs of teenagers. Again, the result of these changes is stress for the adolescent. Part III discusses how stress contributes to difficulty in forming a holistic self-identity and how this leads to a variety of behavioral and personality problems. The last chapter attempts to answer this question: "What can we do to prevent some of the human waste and

misery that is so endemic to young people today?" Elkind gives advice concerning what adults can do.

12

The Amount of Sex Information Learning Obtained During Early Adolescence.

Thornburg, H. D.

Summer 1981. v. 1 (2) p. 171-183.

Tucson, AZ: The Journal of Early Adolescence.

NAL Call No.: HQ796.J62

Abstract: This study reports the findings of a survey on sources of sex information among 1152 students. They were asked to identify their initial sources of information on twelve sexual concepts. In addition, they indicated the age when they first learned these concepts and wrote a definition for each of the twelve terms. Results indicate that 99 percent of initial sex information is learned in the early adolescent years or earlier. Females tended to learn from more reliable sources than males although both learned more from peers than any other source. The overall accuracy in understanding sexual concepts was high which is interpreted within this study as a positive indicator of early adolescents learning about sex.

13

The Association Between Peer Experiences and Identity Formation in Early Adolescence.

Bukowski, W. M.; and Newcomb, A. F.

Fall 1983. v. 3 (3) p. 265-274.

Tucson, AZ: The Journal of Early Adolescence.

NAL Call No.: HQ796.J62

Abstract: Results of the study show perceptions of general self-worth were found to be related to perception of social, physical, and cognitive competence. The strongest relationship was observed between perceived social competence and general self-worth with the strength of this association being significantly greater among boys than girls. Perceived social competence was more strongly related to perceived physical competence among boys than girls whereas social acceptance and perceived social competence were more strongly related among girls than boys. Overall, the degree of association between perceived competence and sociometric measures was rather small. The observed sex differences were consistent with previous theoretical proposals and empirical investigations indicating that the association between intimacy and identity may be mediated by gender and these findings indicate that the arenas for studying identity acquisition may be different for boys and girls.

14

The Association Between Early Adolescent Boys' Cognitive Development, Father Attitudes and Nonverbal Behavior.

Tremblay, R. E.; Larivee, S.; and Gregoire, J. C.

Spring 1985. v. 5 (1) p. 45-58.

Tucson, AZ: The Journal of Early Adolescence.

NAL Call No.: HQ796.J62

Abstract: Based on Piaget's equilibration theory, father dogmatism and empathy was hypothesized to influence sons' cognitive development through nonverbal behavior in father-son interactions. Subjects were 52 pairs of fathers and their sons drawn from first-year high school students of biparental families. Fathers' dogmatism and empathy was assessed by questionnaire, sons' cognitive development with Piaget's permutation task using the clinical procedure, and worked on a computer terminal. A factor analysis of fathers' nonverbal behavior revealed two factors accounting for 59.3 per cent of the variance. One factor is mainly loaded with fathers' visual behavior and body orientation mainly loaded with fathers' smiling behavior. No relationship was found between fathers' dogmatism, empathy and sons' cognitive development but the nonverbal factor "father smiles" was associated with both sons' cognitive development and fathers' dogmatism.

15

Attitudes of Young Adolescents Toward Marriage, Divorce, and Children of Divorce.

Paddock-Ellard, K.; and Thomas, S.

Fall 1981. v. 1 (3) p. 303-310.

Tucson, AZ: The Journal of Early Adolescence.

NAL Call No.: HQ796.J62

Abstract: Do children of divorce have negative attitudes toward marriage? The purpose of this study was to compare the attitudes of thirteen- and fourteen-year-old early adolescents from intact homes with those of early adolescents of divorce toward marriage, divorce, and children of divorce. A Likert-type scale was administered to 234 eighth grade students. Data were analyzed with two-way analyses of variance (sex by parental marital status). As a whole, the responses were positive on all three measures of attitude, with early adolescents from intact homes exhibiting significantly more positive attitudes than early adolescents of divorce. Respondents indicated that the "child of divorce" status brought about behavioral changes. Further research is needed to explore the nature of these differences.

16

Career Preferences of Early Adolescents: Age and Sex Differences.

Erb, T. O.

Winter 1983. v. 3 (4) p. 349-359.

Tucson, AZ: The Journal of Early Adolescence.

NAL Call No.: HQ796.J62

Abstract: Motivating early adolescents in classrooms as well as counseling them in career decision making suggest that educators need a better understanding of developing career preferences among early adolescents. When the scores of males and females were compared across ages on eight career preference scales, several patterns emerged. Most career areas suffer a decline in interest among both boys and girls in the initial years of early adolescence. However, in five of eight areas, boys' scores showed a significant rebound after aged thirteen reflecting stronger interest in high technology careers than did girls'. Girls, on the other hand, showed increasing interest in traditional areas such as service and organization. Both sexes indulged in dreams of trying careers in arts and entertainment.

17

Change and Stability in Self-esteem Between Late Childhood and Early Adolescence.

Wallace, J. R.; Cunningham, T. F.; and Del Monte, V.

Fall 1984. v. 4 (3) p. 253-257.

Tucson, AZ: The Journal of Early Adolescence.

NAL Call No.: HQ796.J62

Abstract: Our purpose was to examine indices of change and stability in self-esteem between late childhood and early adolescence. The Coopersmith Self-Esteem Inventory was administered to 70 children at approximately age 9 and again at age 14. Analyses of the longitudinal data revealed significant (p less than .05) increases in general measures of self-esteem as well as in specific subscales of the Self-Esteem Inventory. Significant test-retest correlation coefficients also attested to the relative stability of self-esteem measures across the five year age span. The findings contribute to the composite of recent longitudinal research indicating systematic increases in self-esteem throughout adolescence.

18

Changing Psychopathology in Female Adolescent Inpatients: 1973 versus 1983.

Grob, M. C.; and Eisen, S. V.

Winter 1986. v. 1 (4) p. 439-448.

Tucson, AZ: Journal of Adolescent Research.

NAL Call No.: HQ793.J68

Abstract: This study raises the question of whether sociodemographic factors or manifestations of psychopathology among hospitalized female adolescents (ages 15-19) changed from 1973 to 1983. Two samples of 50 patients each were selected from among psychiatric hospital admissions in 1973 and 1983. Demographic data, psychiatric histories of both patient and family, information about the family constellation and patients' clinical profiles at admission were obtained from patients' hospital records. Differences between the cohorts suggest that symptoms and problems have changed somewhat in the 10-year period and that the more recently admitted patients show evidence of more serious illness. Implications as to the focus of future treatment programs are discussed.

19

The Changing Social Environment and the Changing Attitudes of Youth: A Challenge For 4-H Professionals and Leaders.

Blume, George T.

Blacksburg, VA: Virginia Cooperative Extension Service, Virginia Polytechnic Institute and State University, [1985?].

NAL Call No.: S533.F66B59

Abstract: Since the mid-1970's there has been a positive shift in the micro epoch attitudes held by youth. Extension needs to take advantage of this shift towards positive thinking, in helping 4-H youth to prepare for their future. Today's 4-H youth aspire for greater opportunity; have a firm philosophical base upon which to build; remain flexible in social thought processes; and can identify many of the problems their generation will have to face. This positiveness is a challenge Extension professionals and leaders cannot afford to ignore, and an opportunity they cannot afford to miss.

20

Children and Housework in the Single Father Family.

Greif, G. L.

July, 1985. v. 34 (3) p. 353-357.

St. Paul, MN: Family Relations.

NAL Call No. HQ1.F36

Abstract: Findings from a self-selected sample of 1136 single fathers raising children alone following separation and divorce showed that as children got older, they participated more in housework, that fathers raising teen-age girls received more help from them than fathers raising teen-age boys, and that fathers may expect less from children in the way of participation in housework than had been found in a study of two-parent families. The fathers, who were members of Parents without Partners, responded to a questionnaire placed in their

membership magazine. Also discussed are the fathers' use of outside help and daughters as mother substitutes. Recommendations for practitioners are included.

21

Children's Participation in Household Tasks as Portrayed By National Television Advertisements.

Swagler, Roger; Sweaney, Anne; and Marlowe, Julia
Washington, DC: American Home Economics Association, 1986.
NAL Call No.: HQ784.W6S9

Abstract: This paper provides a content analysis of portrayals of children's participation in household tasks in national television advertisements. The analysis indicates that children are rarely shown working in the home, even when they could help. Furthermore, parents are shown routinely performing tasks children could have done for themselves. The resulting stereotypes are clearly drawn: children are shown to be nonproductive and parents are portrayed as servants. Such portrayals are unrealistic in the context of growing time pressures in the household and the potential benefits which families might realize by working together toward common goals.

22

Cognitive Development and the Ability to Infer Others' Perceptions of Self.

Jarcho, H. D.; and Petersen, A. C.
Summer 1981. v. 1 (2) p. 155-162.
Tucson, AZ: The Journal of Early Adolescence.
NAL Call No.: HQ796.J62

Abstract: A number of cognitive and social cognitive tests administered to sixth grade students as part of a larger study of early adolescent development. Relationships between logico-mathematical cognitive ability and the social abilities of person-perception and perspective-taking were examined. Subjects were asked to describe themselves as they would imagine their mother, their father, and their best friend would. No significant correlation was found between the psychological depth of the descriptions and performance on a Piagetian-type formal operations task. A significant correlation was found between degree of differentiation among the descriptions and performance on the formal operations task. The psychological depth and degree of differentiation scales were also highly correlated. No sex differences were found in social cognitive abilities. These findings do not support a notion of across-domain invariance in cognitive development, but do suggest that some aspects of perspective ability extend across physical, logico-mathematical, and social cognitive boundaries.

23

A Cognitive-developmental Perspective on the Adolescent Self-concept.

Noppe, I. C.

Fall 1983. v. 3 (3) p. 275-286.

Tucson, AZ: The Journal of Early Adolescence.

NAL Call No.: HQ796.J62

Abstract: The effects of the transition from concrete to formal operations in adolescent self-concepts, the distinction between self-concept and self-esteem during adolescence, and the differentiation of age from cognitive-developmental level as independent variables have not been systematically explored. The present study considered these issues in an investigation of the cognitive-developmental basis of the self-concept during childhood, early and middle adolescence. Eight, 12, and 16-year-old-males and females were given the Twenty Statements Test (TST), the Coopersmith Self-Esteem Inventory, and Piagetian measures of concrete and formal reasoning. Across all age groups, no significant effects due to cognitive-developmental level were found on the TST protocols. However, the variables of age and sex were significant for physical, concrete, introspective and abstract dimensions of the self-concept for adolescent subjects. Self-esteem was significantly related to several dimensions of the self-concept. The results suggest that there are significant age-related differences in self-conception between the early and middle adolescent years.

24

Conceptions of Physical Appearance Among Young Adolescents: The Interrelationships Among Self-judged Appearance, Attractiveness Stereotyping, and Sex-typed Characteristics.

Downs, A. C.; and Abshier, G. R.

Fall 1982. v. 2 (3) p. 255-265.

Tucson, AZ: The Journal of Early Adolescence.

NAL Call No.: HQ796.J62

Abstract: The relationship among measures of self-ascribed attractiveness, sex-typed characteristics, and attractiveness stereotyping were examined among 665 young adolescents.

Normative data on self-ratings for attractiveness were presented and sex differences, wherein males rate themselves higher than females, were obtained. Attractiveness was also related to sex-typed characteristics. Masculine and androgynous individuals tended to rate themselves higher than feminine and undifferentiated individuals. Attractiveness stereotyping varied as a function of the sex, self-reported attractiveness levels, and sex-typed characteristics of subjects.

25

Concepts of Sexual Behaviour: Construction and Validation of a Developmental Model.

Gfellner, B. M.

Fall 1986. v. 1 (3) p. 327-347.

Tucson, AZ: The Journal of Adolescent Research.

NAL Call No.: HQ793.J68

Abstract: Based on developmental formulations in different content areas of social cognitive functioning, a model and assessment procedure to determine adolescents' understanding of sexual behaviour was developed and psychometrically evaluated. A four stage model of sexual behaviour concepts was supported in a sample of 492 adolescents and young adults. The results showed the Sexual Behaviour Concepts measure has acceptable reliability (interrater, internal consistency, and test-retest) and construct validity in relation to age and Loevinger's measure of ego level development. There was no social desirability effect. Gender differences were in favor of females. The relevance of a construct of sexual behaviour understanding in the process of adolescent development was considered.

26

The Contribution of the Family to the Facilitation of Identity Formation in Early Adolescence.

Grotevant, H. D.

Fall 1983. v. 3 (3) p. 225-237.

Tucson, AZ: The Journal of Early Adolescence.

NAL Call No.: HQ796.J62

Abstract: This paper explores the family's role in the facilitation of identity formation in early adolescence. First, studies that focus on the family's style of adapting to the transition from childhood into early adolescence are reviewed. Second, research on the relation between identity formation and family processes in late adolescence is reviewed in order to suggest directions or future research with early adolescents. Finally, three issues warranting further investigation are outlined: gender differences, domain-specific studies of identity, and longitudinal studies of developmental sequences of identity formation.

27

A Cross-sectional Study of Age and Gender in Relation to Early Adolescent Interests.

Jones, R. M.

Winter 1981. v. 1 (4) p. 365-372.

Tucson, AZ: The Journal of Early Adolescence.

NAL Call No.: HQ796.J62

Abstract: This study examined the relationship between age, gender, and early adolescent interests. A total of 662 respondents, ranging in age from ten to fifteen years, rated topics according to their interest. All participants responded to the same list of twenty-five topics. Significant interest differences were observed across age categories. Generally, these changes were occurring earlier for females than males, suggesting that social and psychological change are necessitated by physiological maturation. Significant sex differences were also found on several of the topics. These differences may reflect societal norms and expectations concerning sex appropriateness. Male interests were more often focused around status and achievement while females were interested in life and people.

28

Dating Age and Stage as Correlates of Adolescent Sexual Attitudes and Behavior.

Miller, B. C.; McCoy, J. K.; and Olson, T. D.

Fall 1986. v. 1 (3) p. 361-371.

Tucson, AZ: The Journal of Adolescent Research.

NAL Call No.: HQ793.J68

Abstract: Dating experiences, especially the type or stage of dating, have consistently been found to be related to premarital sexual behavior. Findings regarding the age at first date and sexual behavior have been less consistent. This paper examined the age at which dating began and the type of dating relationship as correlates of premarital sexual attitudes and behavior among mid-teen adolescents. The analyses were based on a sample of high school students (n=836), most of whom were between the ages of 15 and 18 when the surveys were conducted. Early dating, especially early steady dating, was related to permissive attitudes and premarital sexual experience among both males and females. The relationship between early dating and intercourse experience was particularly strong among Mormons, a religious group which has institutionalized age 16 as the legitimate age to begin dating.

29

The Development of Sex Differences in Friendship Patterns and Peer Group Structure During Adolescence.

Montemayor, R.; and Van Komen, R.

Fall 1985. v. 5 (3) p. 285-294.

Tucson, AZ: The Journal of Early Adolescence.

NAL Call No.: HQ796.J62

Abstract: In a naturalistic study of sex differences in friendship patterns and peer group structure during adolescence, 130 groups composed of 321 adolescents were observed in three high schools and six out-of-school settings. No sex differences

were found in the percentages of males and females observed in dyads or with a companion of the opposite-sex. Male friends knew each other longer than did female friends or male-female friends. Lastly, during adolescence, groups observed out of school became smaller and more heterosexual, while in-school groups remained large and unisexual. The need for further observational research on the patterning of male and female relationships during the transition from childhood to early adolescence was emphasized.

30

Early Adolescent Attitudes Toward Sex Roles.

Streitmatter, J. L.; Santa Cruz, R. M.; and Ellis-Schwabe, M. Fall 1984. v. 4 (3) p. 231-238.

Tucson, AZ: The Journal of Early Adolescence.

NAL Call No.: HQ796.J62

Abstract: In today's American society, both men and women are occupying roles which at one time were considered the exclusive domain of either just men or just women. Recognizing this trend, one begins to ask, do middle school/junior high students hold attitudes about sex roles which reflect the trend of less traditional perceptions of what men and women should or should not do, or do they hold traditional views of these roles? A questionnaire asked 2149 students about male and female roles. The results found that the male respondent's perceptions were more traditional than the female perceptions. When boys and girls were grouped, a general trend showed that each older age and grade category was more conservative than the next younger group.

31

Early Adolescent Perceptions of the Need for Adults to Know More About Them.

Juhasz, A. M.

Winter 1983. v. 3 (4) p. 305-313.

Tucson, AZ: The Journal of Early Adolescence.

NAL Call No.: HQ796.J62

Abstract: This study compared perceptions of early adolescents and those of adults related to the need for adults to know more about factors which may have a bearing on how adolescents learn. Two hundred and nineteen, 12 to 14 year-olds in grades seven and eight were administered the 25 item questionnaire which was previously used with administrators, teachers and parents of middle school students. Differences between the two groups were observed as were adolescent age-gender variations. Adults perceived a greater need to know more about larger number factors than did adolescents.

32

Early Adolescents Developing Technical and Interpersonal Skills in the Family and Community.

Keith, Joanne.

International Federation for Home Economics XV Congress, Oslo, Norway, 22 July 1984.

NAL Call No.: HQ796.E2

Abstract: This study looked at interests and career expectations of early adolescents that are related to high technology and competent interpersonal skills. It looked at parental and youth organization impact upon these interests and expectations. Data were the results of a state-wide survey of 304 early adolescents and their parents conducted in 1983. Subjects were selected using a stratified multi-stage cluster sampling technique. Youth in the sample were 10 to 14 years of age and expressed interest in their career development. Some of the other findings are: Forty-one percent of the boys were significantly more interested in careers with a technical orientation; about 50 percent of the girls were significantly more interested in careers requiring more interpersonal skills. Boys were somewhat more likely to consider careers with higher interpersonal skills than girls were to consider careers with technical/mechanical orientation. Parents identified preparation of youth in technological and interpersonal skills as very important for both sexes and as the most significant areas where families would like educational support, but the discussions in the family about future jobs or careers was more frequent with sons than with daughters.

33

Ecological Correlates of Children's Social Development.

Poresky, Robert H.; and Earle, Marcus R.

American Home Economics Association, n.p., 1986.

NAL Call No.: HQ767.9.P6

Abstract: This research paper explores the longitudinal relationship of ecological factors with school-age children's social development. The ecological measures included systematic observations of the children's home environment; reports of parent-child interaction; family income; maternal and paternal education; maternal alienation; and other demographic factors. Children initially, 6 and 9 years old (n=41), and their home environments were assessed initially and two years later. Half the children were boys and half were girls. The children were all living in rural settings. Analysis of the data revealed a number of significant longitudinal and concurrent correlations between the ecological factors and the children's social development.

34

Effectiveness of the 4-H Life Skills Approach to Leadership Development.

Miller, Merl Eldon.

Diss. Oklahoma State University, 1981.

NAL Call No.: S533.F66M5

Abstract: The purpose was to determine if the 4-H Life Skills Approach to Leadership Development, as presented through the Southern Region 4-H Leadership Life Skills materials, was a more effective method of teaching skills that are necessary to perform leadership roles than current methods. There was found to be an apparent difference between the pre and post tests on leadership life skills for participating youth. It was concluded that the 4-H Life Skills Approach was a more effective method than current methods. It was also concluded that Extension resources can justifiably be devoted to further development, utilization, and testing the 4-H Life Skills Approach to Leadership Development.

35

Egocentrism and Depressive Symptomatology in Adolescents.

Baron, P.

Winter 1986. v. 1 (4) p. 431-437.

Tucson, AZ: The Journal of Adolescent Research.

NAL Call No.: HQ793.J68

Abstract: The purpose of the present study is to examine the relationship between egocentrism and depressive symptomatology in adolescents. One hundred ninety-four adolescent (108 males, 86 females) ranging in age from 12 to 17 years and enrolled in a high school in Quebec, completed the Adolescent Egocentrism-Sociocentrism Scale and the Beck Depression Inventory. As predicted, subjects with high egocentrism showed significantly more depressive symptoms than subjects with low egocentrism. Results are discussed in light of the literature on adolescent depression.

36

Empathy and its Development.

Eisenberg, Nancy; and Strayer, Janet, Eds.

New York: Cambridge University Press, 1987.

NAL Call No.: BF575.E55E5

Abstract: Using data from "The Neighborhood Walk: Sources of Support in Middle Childhood" study, the author attempts to clarify distinctions between social perspective taking ability and empathy, and to provide a foundation for a formulation regarding the development of these two aspects of social-emotional development. Empirically derived intra- and interpersonal factors associated with the emergence and

expression of both social perspective taking and empathy during the middle childhood and early adolescence are considered in order to present a formulation of the development and expression of empathy in comparison to social perspective taking. It was found that empathy and social perspective taking were differentially related to individual difference variables such as mental health, age, sex, and temperament. Two paper and pencil measures used to study the development of empathy are evaluated in detail: The Mehrabian and Epstein measure of empathy in adults and the Bryant adaptation of this measure for use with children and adolescents.

37

An Eriksonian Approach to Conception of Friendship of Aggressive and Withdrawn Preadolescent Girls.

La Gaipa, J. J.; and Wood, H. D.

Fall 1985. v. 5 (3) p. 357-369.

Tucson, AZ: The Journal of Early Adolescence.

NAL Call No.: HQ796.J62

Abstract: A multi-assessment approach was used to examine problems in social development involving the interaction of the cognitive and affect domains. Teachers identified 30 aggressive, 30 withdrawn and 30 popular girls by the Behavioral Description Form, and then administered the Children's Friendship Expectancy Inventory that taps conventional morality, mutual activities, loyalty and empathy. A TAT-type projective test evaluated psychosocial adaptation on five ego stages. In the affect domain, the withdrawn and the aggressives were similar in the inadequacy of their conflict resolutions, a possible development delay problem. The best discriminator of the low and high status girls was group identity versus alienation, posited by Newman and Newman (1975) as the basic conflict of early adolescence. The withdrawn and the aggressives differed in their conceptions of friendship. The withdrawals placed less value on empathy and more value on loyalty than the aggressives, whose social cognitions were more like the populars than the withdrawals.

38

Ethnic Differences in the Imaginary Audience.

Markstrom, C. A.; and Mullis, R. L.

Fall 1986. v. 1 (3) p. 289-301.

Tucson, AZ: The Journal of Adolescent Research.

NAL Call No.: HQ793.J68

Abstract: Elkind and Bowen's study was used as a basis for examining ethnic differences in the Imaginary Audience Scale (IAS) and its two subscales, the Abiding Self (AS) and the Transient Self (TS). Eighty-five Sioux and 100 Caucasian adolescents in the 7th, 8th, 11th, and 12th grades were administered the IAS. Some of Elkind and Bowen's findings were

replicated. Ethnic differences were found in correlations between the IAS and measures of self-concept. No ethnic differences in IAS scores were found for younger adolescents; however, older Caucasian adolescents had lower AS scores than older Sioux adolescents. The need for more research on the IAS with different racial and cultural groups was discussed.

39

Evaluation Report of the Quest Challenge I and II Conferences.
Hope College, Holland, Michigan, July 7-12, 1986 and July 15-20, 1986.

Saito, Rebecca; Hedin, Diane; and Su, Susan
[Saint Paul]: Center for Youth Development and Research,
University of Minnesota, 1986.

NAL Call No.: HQ793.Q4 1986

Abstract: This is a summary of the evaluation report of two five day conferences for Michigan students entering grades 7, 8, and 9, attending one of two conferences: Quest Challenge I, July 7-12, 1986 or Quest Challenge II, July 15-20, 1986. The goal of the program was to prepare participants, both as individuals and as members of their teams, to return to their home communities and initiate and implement programs of community service. The purpose of the evaluation effort was to document events, to record student change, to provide ideas and direction for future programming and to seek understanding into what students learned and how or from what sources they learned it. Findings included measurable gains in personal growth and servant leadership attributes and skills.

40

Extended Attributional Feedback: Sequence Effects During Remedial Reading Instruction.

Schunk, D. H.: and Rice, J. M.
1986. v. 6 (1) p.55-56.

Tuscon, AZ: The Journal of Adolescence.

NAL Call No.: HQ796.J62

Abstract: This experiment investigated how the sequence of ability and effort attributional feedback over an extended period influences children's reading comprehension, attributions, and self-efficacy. Children with comprehension deficiencies participated in a training program that included instruction and practice in identifying important ideas. One group of children (ability-ability) periodically received ability feedback, a second group (effort-effort) was given ability feedback during the first half of the training program and effort feedback during the first half of the training program and effort feedback during the second half, and for a fourth group this sequence was reversed (effort-ability). Children who received ability feedback during the second half of

training (ability-ability and effort-ability conditions) developed higher ability attributions and self-efficacy than subjects in the other two conditions. The sequence of extended attributional feedback did not differentially affect skill development. Implications for teaching are discussed.

41

Family Environments and Self-consciousness in Early Adolescence.
Yee, D. K.; and Flanagan, C.
Spring 1985. v. 5 (1) p. 59-68.
Tucson, AZ: The Journal of Early Adolescence.
NAL Call No.: HQ796.J62

Abstract: Modified versions of Epstein and McPartland's Family Decision-Making Scale were administered to upper elementary and junior high school children to assess their perceptions of the degree to which the child shares power and authority with parents and the degree to which the child participates in making decisions at home. Support was found for the hypothesis that parent-child authority relationship are systematically related to children's self-consciousness in various spheres of experience. Children from highly Authoritarian families reported greater self-consciousness in the math classroom, amongst peers, and in sports settings; they also reported a greater overall tendency to avoid situations in which the self was salient. In contrast children from families offering opportunities for self-direction reported an opposite pattern. The authors conclude that parent-child authority structures are systematically related to children's self-assessment.

42

Family Functioning and Identity Status in Adolescence.
Bosma, H. A.; and Gerrits, R. S.
Spring 1985. v. 5 (1) p. 69-80.
Tucson, AZ: The Journal of Early Adolescence.
NAL Call No.: HQ796.J62

Abstract: In this study the relationship between aspects of family functioning and the achievement of identity in adolescence is investigated. Three family interaction variables, namely, adolescent autonomy, parental attitudes towards adolescent autonomy, and percentage of speaking time of each family member are derived from observation of 27 families (parent and adolescent child) in a problem solving task and related to the adolescent identity status. Identity status is separated scored for six content areas. Psychometric analyses show that the scores of the six areas can be combined into one overall status. In general the findings indicated that identity status is related to the family interaction variables. In the discussion attention is paid to the usefulness of psychometric procedures in scoring the identity status interview.

43

The Father's Role in Sexual Socialization of Adolescent Females in an Upper and Upper-Middle Class Population.

Hepburn, E. H.

Spring 1981. v. 1 (1) p. 53-59.

Tucson, AZ: The Journal of Early Adolescence.

NAL Call No.: HQ796.J62

Abstract: Because fathers have been found to be minimally involved in the transmission of sex information to their daughters, the role of the father in sexual socialization has not been systematically investigated. Forty-eight sets of parents and their teenage daughters were interviewed concerning the transmission of sex information to their teenage daughters. Fathers in this sample were found to be successful in communicating sexual attitudes and values through impersonal, oblique discussion of sociosexual issues and the behavior of other people.

44

Fathers and Their Children Conflict Over Work on the Farm.

Draughn, Peggy S.

[Baton Rouge, LA: Louisiana State University, 1987?]

NAL Call No.: HD4904.25.F33

Abstract: This study examines the relationship between the apparent success of farm fathers in the socializer role and perceived conflicts over work. Data were collected by mail survey from 124 men employed in farm work. This study concludes that if a father perceives himself as successful in the socializer role with his children, he will have less conflict with his children about work. Age and education of the father and his income do not contribute significantly to father-child conflict about work, but there is some indication that age of children might be related.

45

Female Adolescents' Ego Development: Age Comparisons and Childrearing Perceptions.

Adams, G. R.; and Jones, R.

Winter 1981. v. 1 (4) p. 423-426.

Tucson, AZ: The Journal of Early Adolescence.

NAL Call No.: HQ796.J62

Abstract: This study was designed to examine the relationship between perceptions of parental socialization styles and ego development in female high school students. Previous research has provided evidence that age is a mediating variable related to ego development, a second goal was to replicate these findings. A total of 137, 15-18 year old females responded to a child rearing perceptions scale and an ego development

instrument. A discriminant analysis revealed that female ego development is facilitated when subjects perceive maternal allowance of freedom and independence, paternal approval and praise, and minimal paternal control and regulation. The analysis revealed a nonsignificant increase in ego development with corresponding age increments. Collectively, these data suggest that ego development is mediated by age and perceived child rearing experience.

46

Four-H Organizational Leaders: the Association Between Task Performance and Support Received.

Hammatt, Donald R.

Diss. Louisiana State University, 1985.

NAL Call No.: S533.F66H242

Abstract: The objective of the study was to discover if there were relationships between task performance of the 4-H organizational leader and concern shown by the Extension agent as well as other selected independent variables. More specifically, an attempt was made to determine if one area of concern was more important than another. The research consisted of a survey instrument sent to a sample of 312 of the 1,560 4-H organizational leaders throughout the state of Louisiana; seventy-seven percent of the schedules were returned. Eight hypotheses were tested and the following statistical tests were used to analyze the data: correlation, chi-square, analysis of variance, and regression analysis. The findings of the study strongly indicate that 4-H organizational leaders will respond to Extension agents showing greater concern and support by performing more of the tasks necessary for boys and girls to get maximum benefit from the 4-H program.

47

Gender Differences in Socialization Through Television to Occupational Roles: an Exploratory Approach.

Jeffries-Fox, S.; and Jeffries-Fox, B.

Fall 1981. v. 1 (3) p. 293-302.

Tucson, AZ: The Journal of Early Adolescence.

NAL Call No.: HQ796.J62

Abstract: This article presents a methodology for investigating the interaction of sex-role socialization and young people's learning from television about occupational roles. Content analytic techniques were applied to transcribed responses to open-ended questions. The specific research question is whether "lessons" concerning the world of work that males and females are taught in daily life influence what they learn from television about occupations. It was found that television

viewing appears to make a limited contribution to young people's images of work roles, and that sex-role socialization mediates occupational role information learned through television.

48

Changing Psychopathology in Female Adolescent Inpatients: 1973 Versus 1983.

Grob, M. C.; and Eisen, S. V.

Winter 1986. v. 1 (4) p. 439-448.

Tucson, AZ: The Journal of Adolescent Research.

NAL Call No.: HQ793.J68

Abstract: This study raises the question of whether sociodemographic factors or manifestations of psychopathology among hospitalized female adolescents (ages 15-19) changed from 1973 to 1983. Two samples of 50 patients each were selected from among psychiatric hospital admissions in 1973 and 1983. Demographic data, psychiatric histories of both patient and family, information about the family constellation and patients' clinical profiles at admission were obtained from patients' hospital records. Differences between the cohorts suggest that symptoms and problems have changed somewhat in the 10-year period and that the more recently admitted patients show evidence of more serious illness. Implications as to the focus of future treatment programs are discussed.

49

Home Environment and Maternal Alienation Longitudinal Effects on Rural Children's Intellectual Functioning: A Cross-legged Analysis: Research Report.

Poresky, Robert H.

Southwestern Society for Research in Human Development, n.p. March 1984.

NAL Call No.: BF723.M35P6

Abstract: This study is part of a broader longitudinal study of the mental and social development of rural farm children in a midwestern state (N=62). The counties and families within counties were randomly selected to be representative of rural farm families with young children. The families all had lived on a farm of at least ten acres for at least five years and derived family income from farming or ranching. Children with obvious handicaps were excluded from the sample. Three cohorts of rural children, beginning at 3, 6, and 9 years of age, were tracked longitudinally for three years.

50

How 4-H Helps Career Development.

Rockwell, S. K.; Stohler, R. F.; and Redman. L. E.

May/June 1984. v. 22 p. 6-10.

Madison: The Journal of Extension.

NAL Call No.: 275.28 J82

Abstract: This recently completed Nebraska study surveys former 4-H members 10-20 years after their 4-H experience. The study explores how adults, between the ages of 25-36, felt 4-H helped them select career and assume adulthood roles. The questionnaire sent out asked how former 4-H members experience in 4-H contributes to their selection of advanced education and/or career. Also, if 4-H helped them with leadership skills in their occupations and community activities. The overall conclusion of the study conducted is that 4-H alumni felt 4-H activities and people involved with leading 4-H programs influenced their choice of a career. They also felt as individuals that 4-H influenced their choice of an area of study or institution of higher education. According to the tables and statistics given in this article 4-H alumni responded positively when asked how helpful the overall 4-H activities were in preparing them for specific roles in adulthood.

51

Identity and Family Relations in Early Adolescence.

Newman, B. M.; and Murray, C. I.

Winter 1983. v. 3 (4) p. 293-303.

Tucson, AZ: The Journal of Early Adolescence.

NAL Call No.: HQ796.J62

Abstract: The focus of this paper is on elements of the family system that influence and are influenced by work on identity in early adolescence. The argument is made for the need to study the family from a bidirectional and systems perspective. Yet, studies on both the process of development and the content of adolescent and parental identity lack either approach. A consideration of the interactive and multiplicative effects of each parent-adolescent dyad, the marital relationship, and family rules on identity development of each family member is suggested. Family response to the child's efforts to express individuality is discussed and clarified through the specific case of the reciprocal influence of authority relations and individuation.

52

Identity in Early Adolescence: a Developmental Perspective.

Archer, S. L.; and Waterman, A. S.

Fall 1983. v. 3 (3) p. 203-214.

Tucson, AZ: The Journal of Early Adolescence.

NAL Call No.: HQ796.J62

Abstract: Ego identity status definitions with examples are elaborated upon with particular reference to early adolescents. Patterns of potential identity status change for this age group are discussed within the context of Waterman's developmental mode. From the findings of seven separate studies employing the Ego Identity Status Interview with samples ranging from the 6th grade to college entrance, it appears that a substantial majority of early and mid-adolescents are either identity diffuse or foreclosed. However, some instances of the moratorium and identity achievement statuses were found to occur even at the 6th level. In line with Erikson's developmental moratoriums increased while the frequency of foreclosures and diffusions decreased. The use of age appropriate scoring criteria for studying identity formation is discussed.

53

The Image of the 4-H Professional/Profession as Perceived by Selected Cooperative Extension Service Professionals in the United States.

Gerhard, Gary Wayne

Thesis. New Mexico State University, 1985.

NAL Call No.: S533.F66G46

Abstract: The major purpose of the study is to describe the current status of the image of the 4-H professional/profession as perceived by Cooperative Extension Service (CES) professionals in the United States. The instrument consisting of a Likert-type image scale and reflective scale, was submitted to a random, stratified sample of Extension professionals representing all states and the District of Columbia. The mean values for the image variables were positive. The 4-H professional is perceived most strongly as first, and autonomous decision maker; second, personally committed to public responsibility; third, as a lifelong learner; and fourth, as holding equal professional status and freedom for advancement within CES. It was clear from the data that two connected ideas should be addressed: (1) the mission of 4-H as it fits a locality, and depending how that is defined; (2) the expected role of the 4-H/youth professional.

54

Individual Adolescents' Perceptions of Interactions With Friends and Parents.

Hunter, F. T.

Fall 1985. v. 5 (3) p. 295-305.

Tucson, AZ: The Journal of Early Adolescence.

NAL Call No.: HQ796.J62

Abstract: Two patterns of interactions adolescents experience with friends, mothers, and fathers were examined. They were (a) commands based on greater authority and experience (unilateral) and (b) negotiation and mutual understanding (mutual). 180 subjects aged 12-13, 14-15, and 18-20 years

reported, by a paper-and-pencil questionnaire, the frequencies of these patterns in their own experiences. Friends were perceived to interact more mutually than parents who in turn interacted more unilaterally than friends. Correlations of interactions were examined by pairs of relationships (father-mother, father-friend, mother-friend) to determine the individual differences in the interplay among these relationships. In general, adolescents reported interactions with fathers and mothers to be highly concordant, and friends' interactions to be relatively independent of parental interactions. Individual adolescents seemed to experience interactions with both parents as either highly involved or aloof; the degree of involvement with parents did not predict the level of interactions with friends.

55

Influences on Adolescent Problem Behavior: Causes, Connections, and Contexts.

Hedin Adolescent peer pressure: theory, correlates, and program implications for drug abuse prevention.

Norem-Hebeisen, Ardyth A.; and Hadin, Diane P.

1984; rpt. (from Adolescent Peer Pressure: Theory, Correlates, and Program Implications for Drug Abuse Prevention.)

Washington, D.C.: National Institute on Drug Abuse, U.S. Department of Health and Human Services, 1981.

NAL Call No.: HV5824.Y68N6

Abstract: This article examines the conceptual and empirical evidence for correlates of problem behavior in general and drug abuse in particular and develops a model for analyzing factors in drug abuse which may be useful in developing specific prevention programs to address the needs of adolescents.

56

Is There Really a Generation Gap? Value Similarities and Differences Between a Group of Junior High Girls and Their Mothers.

Barclay, L. K.; and Sharp, A. W.

Summer 1982. v. 2 (2) p. 163-171.

Tucson, AZ: The Journal of Early Adolescence.

NAL Call No.: HQ796.J62

Abstract: To determine the degree of agreement or disagreement on values between mothers and daughters, a group of junior high school girls and their mothers in a rural Kentucky community filled out the scales of instrumental and terminal values constructed by Rokeach. Spearman rank-order correlations showed significant agreement between daughters and mothers on both scales when comparing mean rankings of all the items by group and when comparing which items ranked first, second, and third.

Both groupings adhered to traditionally female values, rating highly such items as honest, loving, forgiving and clean as instrumental values, and salvation and family security as terminal values. Items involving mental activity, such as imaginative, intellectual, logical, and a sense of accomplishment, were ranked low by mothers and daughters. There appears to be little or no divergence of values between the two groups studied.

57

Knowledge and attitudes towards substance abuse a comparison of 4-H and other teens.

Astroth, Kirk A.

[Kansas?]: Kansas State University Cooperative Extension Service, Southeast Area Extension Office, [1987?].

NAL Call No.: HV5824.Y68A7

Abstract: In the winter of 1985 and the spring of 1986, two groups of teens were surveyed using a 5-point Likert style scale of 80 questions related to attitudes toward substance use and abuse. Both groups were similar in age distribution, sex composition, family composition, and post-high school plans, but there were significant differences in their knowledge and attitudes towards substance abuse. While 4-H'ers reported less experimentation or use of illicit substances, they were also less informed and quite naive about the hazards of tobacco and alcohol, about the dynamics of chemical dependency, and reported significantly lower helping and communication skills than non-4-H metro teens.

58

The Leadership Skills Needed by 4-H Club Members to Become Effective Leaders as Perceived by 4-H Extension Agents.

Larkin, Willie D.

Diss. The Ohio State University, 1980.

NAL Call No.: S534.G4L3

Abstract: This study was to determine what leadership skills 4-H club members in Georgia needed to become effective leaders. Secondly, to determine whether or not these skills were being taught and the amount of emphasis being placed on them. The sample consisted of 172 county Extension agents of the University of Georgia Extension Service. The major findings revealed that county Extension agents perceived selected leadership skills as being needed by 4-H club members for them to become effective leaders and the agents placed high levels of importance on these skills. Also, the agents reported that they were teaching these skills and placing a high degree of emphasis on them. Most of the leadership skills were rated above average on both the importance and emphasis scales.

59

The Long and Short of Physical Stature in Early Adolescence.
Nottelman, E. D.: and Welsh, C. J.
Spring 1986. v. 6 (1) p. 15-27.
Tuscon, AZ: The Journal of Adolence.
NAL Call No.: HQ796.J62

Abstract: The relationship between early adolescent physical stature and competence perceptions was examined in the self-ratings and teacher ratings of short-and tall-for age boys and girls in grades 6 and 7. Approximately one half of the sixth-graders were in their last year of elementary school; the other half, and all seventh graders, were in secondary school. The ratings were obtained with companion scales. The Perceived Competence Scale for Children and the Teacher's Rating Scale of Child's Actual Competence, for cognitive, social, physical, and general competence. Physical stature effects were found in early adolescent self-ratings, in interaction with school context, but not in teacher ratings. The effects, which were stronger among girls than boys, were found in perceived social and general competence. The lowest self-ratings were those of tall girls in elementary school and short girls in secondary school.

60

Minnesota Youth Poll: Aspirations, Future Plans, and Expectations of Young People in Minnesota.
Hedin, D.; Erickson, J.; Simon, P.; and Walker, J.
AD-MR-2512 (2512).
[St. Paul, MN]: Agricultural Experiment Station, University of Minnesota, 1985.
NAL Call No.: A00002

Abstract: This research was undertaken as background for the Minnesota Conference on the Economic Futures of Girls and Young Women. Focus was on the differences between young men and women as they plan for the future. Opinions and ideas were obtained from individual questionnaires and focused group discussions involving high school students in English or Social Studies courses from urban, suburban and rural schools. Young women demonstrate little relationship between stated aspirations and strategies to achieve them. Discrepancies in sex-roles and personal expectations for career and family are more blatant for females. Girls have higher career aspirations occupational choices are less sex-role stereotyped, and see barriers to achieving career goals. Half the females and 2/3 of males believe the sexes are treated differently at home and school resulting in negative impacts on girls and positive ones for boys. Both sexes define the healthy adult as more similar to stereotypical male characteristics than female.

61

Minnesota Youth Poll: Youth's Views on Leisure Time, Friendship, and Youth Organizations.

Hedin, Diane; and Simon, Paula.

St. Paul, MN: Misc. Report 176. Center for Youth Development and Research and Agricultural Experiment Station, University of Minnesota.

NAL Call No.: S77,E227 No.176

Abstract: The Minnesota Youth Poll is an ongoing study of the opinions and concerns of teen-agers. In this particular poll, three related issues are explored: adolescent's use of leisure time, their ideas about friendship, and their experiences with youth organizations. Approximately 725 Minneapolis high school students (14-18 years old) from inner city, urban, suburban, and rural schools plus 550 Minnesota 4-H junior leaders participated. The group questionnaires were analyzed using qualitative methods. This involved separating the instruments by area of residence and by question. The answers were then scrutinized for recurring themes and ideas and the results reported.

62

Minnesota Youth Poll: Youth's Views on National Service and the Draft.

Hedin, D.; Arneson, J.; Resnick, M.; and Wolfe, H.

St. Paul, MN: Agricultural Experiment Station, University of Minnesota, 1980.

NAL Call No.: 100M66(1)

Abstract: This is an ongoing study of the opinions of high school students which provides a continuing communication channel between the youth of Minnesota and those adults who make decisions affecting their lives. This poll explores a topic of great significance to the nation's youth--the proposed national service program and the reestablishment of the military draft. Both of these issues are debated and discussed throughout the country. The two issues, national service and military draft, were separated with the first part on national service and the second on the draft and military service. The data is presented in the same order. Approximately 400 high school students (15-18) participated.

63

Minnesota Youth Poll: Youths' Views on the Nuclear Threat.

Hedin, D.; Hannes, K.; Saito, R.; and Erickson, J.

AD-MR-2667 (2667).

[St. Paul, MN]: Agricultural Experiment Station, University of Minnesota, Sept. 1985.

NAL Call No.: A00003

Abstract: The issue of the Minnesota Youth Poll explores how young Minnesotans think and feel about the threat of nuclear war. This study was undertaken because of the rising public and professional concern about how children and adolescents are and will be affected by the possibility of nuclear annihilation. Approximately 800 Minnesota high school students (grades 9-12) in 180 discussion groups from inner city, urban, suburban, and rural schools participated in this Poll in the spring of 1984. The responses from the individual questionnaires were machine

scored, and frequencies, cross-tabs, correlations, and t-tests were run according to the major variables of age, sex, race, socio-economic status, etc. The Poll method, designed to capture and preserve the richness and complexity of the adolescent experience, seem particularly well-suited to gathering information on this issue.

64

Minnesota Youth Poll: Youth's Views on Politics and Public Issues.

Hedin, D. and; Simon, P.

[St. Paul, MN]: Agricultural Experiment Station, University of Minnesota, 1981.

NAL Call No.: A00001

Abstract: This continuing study of the opinions and concerns of adolescents around the state of Minnesota provides an ongoing communication link between the youth and those adults who make decisions affecting the lives of youth. This study addresses several issues related to political attitudes and ideas of young people--issues that have not been adequately dealt with either in political socialization studies or in public opinion polling. The results of the poll are reported in three sections: politics and the elections; energy; and the congressional award. A recurring theme was that many teenagers perceived themselves and their age mates as removed from and unaffected by national politics.

65

Minnesota Youth Poll: Youth's Views on Reputations and Delinquency.

Hedin, Diane; Wolfe, Howard; and Arneson, Janis.

Minneapolis, MN: Center for Youth Development and Research, University of Minnesota.

NAL Call No.: 100M66(1) No. 170

Abstract: In this poll, both verbal and visual images of teenagers' perceptions of delinquency and reputations are explored. It focuses on the meanings and frames of reference that young people use to understand their world. Ideas and concerns about delinquency and reputations are explored. The poll was divided

into two parts: how high school students perceive "reputations" and the relationship between reputations and delinquency. Questionnaires were administered in a group setting then analyzed using qualitative techniques. The questionnaires were separated by area of residence and by question. The answers were scrutinized for recurring themes and ideas, and a sense of frame of reference emerged.

66

Minnesota Youth Poll: Youth Look at Themselves and the World.

Hedin, D.; Hannes, K.; and Saito, R.

AD-MR-2666 (2666).

[St. Paul, MN]: Agricultural Experiment Station, University of Minnesota, Nov. 1985.

NAL Call No.: A00003

Abstract: The purposes of this study were to learn which local, state, national, and international issues are of most concern to young Minnesotans and to find out how they think adults, perceive young people. This was done in preparation for a major state youth conference sponsored by the Minnesota Governor's Council on Youth. The issues which were identified through the poll set the agenda for the conference. Nearly 1600 youth, ages 10-18, participated. The results are presented in three sections: Youth's perceptions of adult images; Youth's views on family relationships and conflicts; and concerns about the local community, the state, the nation, and the world.

67

Minnesota Youth Poll: Youth's Views on Leisure Time, Friendship and Youth Organizations.

Hedin Diane; and Simon, Paula.

Miscellaneous report no. 176.

St. Paul, MN: Agricultural Experiment Station and the Center for Youth Development and Research, University of Minnesota.

NAL Call No.: S77.E227 No. 176.

Abstract: The Minnesota Youth Poll is an ongoing study of the opinions and concerns of teenagers. in this particular poll, three related issues are explored: adolescent's use of leisure time, their ideas about friendship, and their experiences with youth organizations. Approximately 725 Minneapolis high school students (14-18 years old) from inner city, urban, suburban and rural schools plus 550 Minnesota 4-H junior leaders participated. The group questionnaires were analyzed using qualitative methods. This involved separating the instruments by area of residence and by question. The answers were than scrutinized for recurring themes and ideas and the results reported in this poll.

68

Minnesota Youth Poll: Youth's Views on School and School Discipline.

Hedin, D.; Simon, P.; and Robin, M.

REP (184).

[St. Paul, MN]: Agricultural Experiment Station, University of Minnesota, 1983.

NAL Call No.: A00004

Abstract: In this issue of the Poll, teenagers around the state of Minnesota discuss their opinions and experiences with school. The goal was to provide an indepth look, from the adolescent's point of view, at an institution which has a pervasive and profound effect on their day-to-day lives and their futures. A wide range of school issues are explored, and these included the goals of and purposes of education, overall quality of their schools, student teacher relationships, compulsory education, discipline and order, and school teacher relationships, compulsory education, discipline and order, and school rules. It is divided into two parts: the first covers purpose and climate of schools, the second focuses on discipline and school rules.

69

Minnesota Youth Poll: Youth's Views on Teenage Pregnancy and Parenthood.

Hedin, D.; and Simon, P.

AD-MR-1961 (1961).

[St. Paul, MN]: Agricultural Experiment Station, University of Minnesota, Aug. 1983.

NAL Call No.: A00003

Abstract: Teenage pregnancy and parenting, a highly complicated and value-laden topic, is explored in this issue of the Minnesota Youth Poll. The purpose of this study was to consciously try to understand teenage pregnancy and parenthood from the point of view of the adolescent, and not just those who are pregnant or are parents already. Specifically, the following issues were explored: the value of sex education, the adequacy of knowledge about contraception, attitudes about parental notification regarding birth control and abortion, decision-making regarding unplanned pregnancies, attitudes toward adoption, the increasing phenomenon of teenage parenthood, and outcomes for the children of teenagers.

70

Models of Effective Youth Organization: a Comparative Study.

Eisikovits, R. A.; Hedin, D. P.; and Adam, V.

Nov/Dec 1982. v. 3 (2) p. 9-13, 16-19.

Tucson, AZ: New Designs for Youth Development.

NAL Call No.: HQ793.N48

Abstract: This study explored the personal, interpersonal, organizational, and social and cultural variables which lead to effective and sustained participation in youth organizations. To accomplish this the authors studied patterns of youth participation in a variety of organizations in Israel and the U.S. Three major categories were identified: programs in which young people offer direct community service to others on a volunteer basis, traditional youth organizations such as scouts and 4-H in the United States, and adolescent groups as policy-making forums at the school, neighborhood or city level. The clear difference between Israeli and American programs was the population targeted. The Israeli youth organizations offered assistance to all population groups regardless of the problem area while the American program focused exclusively on working with the adolescent peer group.

71

Moral Education: An Evaluation of the Effect of Moral Dilemma Discussions for Sixth Graders.

Rosenkoetter, L. I.; Alderman, M. K.; Nelson, R.; and Ottaviano, M.

Spring 1982. v. 2 (1) p. 75-82.

Tucson, AZ: The Journal of Early Adolescence.

NAL Call No.: HQ796.J62

Abstract: This study evaluated the effectiveness of classroom moral dilemma discussions. The moral reasoning of sixth graders was assessed before and after an eight week moral education program. Students lead by teachers extended training made greater progress than students led by teachers with limited preparation. Likewise, classrooms led by teachers who were able to assess students' level of moral reasoning were more effective. Results failed to indicate a strong relationship between traditional student measures and stage growth induced by developmental moral education.

72

National Youthworker Education Project.

Konopka, Gisela

St. Paul, MN: University of Minnesota, Center for Youth Development and Research, 1980.

NAL Call No.: HQ796.K6

Abstract: This is a collection of readings from education sessions conducted as part of the National Youthworker Education Project (NYEP). NYEP represents a unique collaboration involving a private endowment (Lilly Endowment, Inc.), a major university (University of Minnesota) and eight national youth serving organizations (American Red Cross, Big Brothers/Big Sisters, Camp Fire, 4-H, Girls Clubs, Girl Scouts, YWCA, National Federation of Settlements and Neighborhood Centers). This project was designed to translate into significant action the insights developed from a nationwide survey of 1,000 adolescent girls conducted by Dr. Gisela Konopka.

73

A Naturalistic View of Conflict Between Adolescents and Their Parents and Siblings.

Montemayor, R.; and Hanson, E.

Spring 1985. v. 5 (1) p. 23-30.

Tucson, AZ: The Journal of Early Adolescence.

NAL Call No.: HQ796.J62

Abstract: Reports of conflicts between adolescents and their parents and siblings were obtained from tenth-graders through interviews conducted over the telephone. The highest levels of conflicts were found for the mother-adolescent and same-sex sibling relationship, while few conflicts were reported with fathers. Most arguments with parents and siblings were about interpersonal issues and a minority concerned rule enforcement. Withdrawal was the most common conflict resolution technique found with parents and siblings. The results of this study show that disagreements with parents and siblings are equally frequent, largely about the same issues, and resolved in similar ways. These findings cast doubt on the notion that quarrels with parents are really about independence, and support the view that they are simply instances of general interpersonal conflict, which occur whenever the actions of one person interfere with the actions of another.

74

Needs Assessment For School-age Child Care in Las Cruces, New Mexico.

Petersen, Garlene G.; Love, Cathleen T.; and Cummings, Merrilyn N.

[Las Cruces, NM: New Mexico State University, Dept. of Home Economics?], 1987.

NAL Call No.: HQ778.6.P4

Abstract: While the media emphasis on latchkey children is growing, there has been little systematic inquiry to determine the number of children involved in self-care. There have been few documented local studies done to assess the number of latchkey children. This study assessed the need in Las Cruces,

New Mexico. One purpose of this study conducted in the Spring of 1986 was to determine how children in grades kindergarten through fifth are cared for before school, after school and during the summer. An additional dimension of the study was to determine how many respondents would utilize school-based child care before school, after school and during the summer, and how much they would be will to pay for each type of care. Another aspect was to determine how safe neighborhoods were perceived to be. These purposes were designed to make an assessment of school-age child care needs in Las Cruces, New Mexico.

75

The Neighborhood Walk Sources of Support in Middle Childhood.

Bryant, Brenda K.; and Parke, Ross D.

Chicago: Child Development Publications, the University of Chicago Press, 1985.

NAL Call No.: BF723.S6B7

Abstract: This report documents children's perceptions of their involvement with self-development, family members, and members of the community and begins to test the relation between that network and aspects of social-emotional functioning during middle childhood. One hundred sixty-eight children residing in nonmetropolitan and rural northern California participated. Each child was taken on a Neighborhood Walk, and then several measures of social-emotional functioning were administered. Cross-sectional data form the empirical basis for a developmental perspective on sources of support, the structure of social-emotional functioning, and the relationship between sources of support and social emotional functioning during middle childhood. The child's perception of support was found relevant to predicting the social-emotional functioning of children growing up in relatively secure and low-stress conditions in modern American society.

76

Parent-adolescent Relations in Adolescents Whose Parents Are Divorced.

Smollar, J.; and Youniss, J.

Spring 1985. v. 5 (1) p. 129-144.

Tucson, AZ: The Journal of Early Adolescence.

NAL Call No.: HQ796.J62

Abstract: Three groups of adolescents, each living with their mothers but not their fathers, were empirically defined through assignment of positive and negative adjectives for parent-self relationships. The same subjects also chose mothers or fathers as the persons with whom they were most likely to discuss six kinds of topics and with whom they were most likely to communicate five qualitative ways. The group that defined itself

as positive with mothers and negative with fathers differed from the group that had defined itself as negative to mothers and neutral to fathers on most of the 11 other measures. A third group that was neutral to mothers typically scored intermediately on the 11 other measures. The results potentially represent three types of parent-adolescent relations in adolescents from families of divorce. Results are discussed in terms of their bearing on the development process of individuation.

77

Parent-Youth Power Dimensions and the Behavioral Autonomy of Adolescents.

Peterson, G. W.

Summer 1986. v. 1 (2) p. 231-249.

Tucson, AZ: The Journal of Adolescent Research.

NAL Call No.: HQ793.J68

Abstract: The purpose of this study was to determine: whether adolescents were perceived by parents as having power, and whether dimensions of adolescent and parental power predicted teenagers' behavioral autonomy. Questionnaire data were collected from a sample of 392 adolescents and their parents. Factor analysis and multiple regression were used to analyze the data. The results indicated that adolescents were perceived by their parents as having expert, legitimate, referent, reward, and coercive power. In addition, adolescent and parental power predicted the progress of adolescents toward behavioral autonomy from parents. A major conclusion from these findings was that adolescents are capable of becoming autonomous while retaining close ties with parents.

78

Parental Influences of Adolescent Self-esteem.

Openshaw, D. K.; Thomas, D. L.; and Rollins, B. C.

Fall 1984. v. 4 (3) p. 259-274.

Tucson, AZ: The Journal of Early Adolescence.

NAL Call No.: HQ796.J62

Abstract: Two contemporary theoretical explanations of adolescent self-esteem, symbolic interaction and social learning, were investigated and compared. Special attention focused on the relative effect of selected variables, representing each explanation, four dimensions of self-esteem. A stratified random sample of 184 families with adolescents provided self-report data. Multiple regression and bivariate analysis resulted in evidence for the general conclusions that: (1) adolescent self-esteem was more a function of the reflected appraisal of the parents than it was of adolescents modeling their parents' self-esteem; and (2) female adolescents were more likely to be influenced by their parents than were male adolescents. In addition,

the study suggests that when researchers investigate adolescent self-esteem, it is essential that they take into account its various dimensions, as well as the sex of the parent and the adolescent.

79

Perceived Parent and Teacher Socialization Styles on Self-esteem in Early Adolescence.

Streitmatter, J.; and Jones, R. M.

Summer 1982. v. 2 (2) p. 151-161.

Tucson, AZ: The Journal of Early Adolescence.

NAL Call No.: HQ796.J62

Abstract: The responses of a sample of 1,026 female and 959 male early adolescents were examined to determine the influence of parent and teacher power on self-esteem. Several findings are indicated. Little significant correlation between items on the parent scale was found. A series of discriminant analyses was employed to examine the relationship between early adolescent self-esteem and perceptions of parent and teacher socialization styles. The self-esteem of girls does not appear to be strongly influenced by parents' or teachers' perceived styles. Conversely, boys may be more externally controlled at this age. With the earlier initiation of that notion, girls also begin the emotional separation from parents, or striving for independence and autonomy, at an earlier age as well.

80

Perceptions of 4-H Alumni from Four Ohio Counties Concerning the Impact of 4-H on their Career Development.

Matulis, Janet K.

Thesis. Ohio State University, 1984

NAL Call No.: S533.F66 M35

Abstract: This study was to identify the perceptions of 4-H alumni from four Ohio counties concerning the impact of 4-H on their career development, as well as their current education/occupational and 4-H involvement characteristics. A researcher-developed questionnaire was mailed to a stratified random sample. Alumni felt that 4-H had much impact on their self-awareness, particularly concerning positive interests and abilities. 4-H tended to have much impact upon the development of general work competencies reflecting humanizing skills and good work habits but had very little impact in the development of job-seeking skills related to interviews, applications, and resumes. Alumni perceived 4-H as having great impact on general career awareness and less impact on more specific areas of career exploration and selection. However, county 4-H agents, 4-H leaders, and other 4-H members were perceived as having very little impact on alumni career planning.

81

Perceptions of Child Rearing and Adolescent Sex Role Development.

Ziegler, C.; and Dusek, J. B.

Summer 1985. v. 5 (2) p. 215-227.

Tucson, AZ: The Journal of Early Adolescence.

NAL Call No.: HQ796.J62

Abstract: A total of 185 adolescent males and females from grades 6, 8, 10 and 12 completed the Bem Sex Role Inventory and the Children's Report of Parental Behavior Inventory in a study aimed at relating perceptions of child rearing to sex role development. As expected, perceiving the parents as warm and accepting was associated with androgynous and feminine sex roles. Perceiving the parents as more rigidly controlling was associated with feminine sex roles. Perceiving the parents as more rigidly controlling was associated with a feminine sex role. It was speculated that perceiving the parents as accepting allows the adolescent to explore a variety of aspects of self-development, including cross sex-typed behavior, and that perceiving the parents as controlling is related to a dependency oriented sex role. Grade level and gender differences in perceptions of mother's and father's child rearing generally supported predictions that parents would be seen as more accepting by younger than older adolescents and that females would, view their parents as more accepting but also as more controlling than would males. The results illustrate the utility of relating perceptions of child rearing to aspects of adolescent development and provide validity data for the CRPBI.

82

Perceptions of the Peer Group and Friendship in Early Adolescence.

Crockett, L.; Losoff, M.; and Petersen, A. C.

Summer 1984. v. 4 (2) p. 155-181.

Tucson, AZ: The Journal of Early Adolescence.

NAL Call No.: HQ796.J62

Abstract: Perceptions of peer relationships were assessed in a sample of 335 boys and girls followed longitudinally from sixth through eighth grade. Semiannual interviews provided data on perceptions of the school peer group and individual friendships. As anticipated, the clique, or friendship group was found to be an important feature of the peer group, and both the importance attributed to cliques and positive attitudes towards cliques increased over time. Boys and girls considered the same qualities to be important for success in the peer group, although the relative importance attributed to these qualities differed by sex. Daily friendship interactions were found to take up a substantial portion of the adolescents' free time. Some aspects of intimacy were reported in same sex-friendships,

particularly among girls. In most cases, however, this closeness did not replace closeness to parents. Intimacy in cross-sex friendships was rarely reported, but interest in the other sex and heterosocial interaction increased of the period studied.

83

Perceptions of the Virginia 4-H Educational Program As Held By Superintendents, Principals, and Teachers.

Burkett, M. Sexton.

Diss. Ohio State University, 1980.

NAL Call No.: S533.F66 B85

Abstract: This study was to gain a better understanding of the perceptions that Virginia school personnel held for the Virginia Polytechnic Institute and State University Extension Division's 4-H educational program. The target population of Virginia school personnel identified for this study consisted of superintendents, principals, and teachers with in-school 4-H component in grades 4th through 7th. Data was solicited via a 4-H survey mailed to a random sample of school personnel. Differences in perceptions toward the areas of 4-H: (a) teachers held perceptions toward the 4-H curriculum which were significantly more positive than those held by superintendents, and (b) both superintendents and principals held perceptions regarding some aspects of volunteering which were significantly lower than those held by teachers.

84

Performance of Adolescents Following Instruction in Conditional Reasoning: a Six-month Follow-up.

Lane, D. S.; and Campbell, N. J.

Winter 1986. v. 1 (4) p. 417-430.

Tucson, AZ: The Journal of Adolescent Research.

NAL Call No.: HQ793.J68

Abstract: One of the more controversial subjects in adolescent research is the ability of instruction to affect performance and ability of a formal operational task. This study investigated the ability of instruction to improve the development of conditional reasoning skills in younger adolescents. Participants (N=61) were instructed in conditional reasoning utilizing two 50-minute question and answer periods and concrete materials. Adolescents in the rule group were given the conditional syllogism while adolescents in the discovery group were not given the syllogism until they had "discovered" the inherent syllogism based on concrete materials presented. Performance was measured prior to, immediately after, two weeks after, and six months following instruction. When compared to non-instructed children's performance (N=32) instructed subjects made significant performance gains until the six month follow-up when performance reverted to pre-instruction levels.

Implications include the interaction of instruction and reasoning development. Discussion centered on the attentional capacity and mental effort required in conditional reasoning.

85

Picking up the Pieces: The Effects of Parental Divorce on Adolescents With Some Suggestions for School-based Intervention Programs.

Montemayor, R.

Winter 1984. v. 4 (4) p. 289-314.

Tucson, AZ: The Journal of Early Adolescence.

NAL Call No.: HQ796.J62

Abstract: Four aspects of the effects of divorce on adolescents are examined in this review. First, some of the recent changes that have taken place in the American family are examined, specifically changes in the number of divorces. Second, the effects of divorce on adolescent development are reviewed, especially possible consequences on intellectual performance and academic achievement. Also examined are the effects of divorce on personality development and social relations. Third, differences in adolescents' reactions to parental divorce are discussed and some factors which either facilitate or retard adjustment to the divorce of parents are identified. Fourth, some suggestions are made for school-based interventions that might help ameliorate some of the negative consequences of parental divorce on adolescent functioning.

86

Polar Versus Milestone Variables in Adolescent Ego Development.

Kishton, J.; Starrett, R. H.; and Lucas, J. L.

Spring 1984. v. 4 (1) p. 53-64.

Tucson, AZ: The Journal of Early Adolescence.

NAL Call No.: HQ796.J62

Abstract: Ego development and impulsivity data were collected from an early adolescence group (Mean age=14.8) and late adolescence group (Mean age=18.7). Ego development was measured with the Washington University Sentence Completion Test. The WUSCT is a 36-item sentence completion projective test developed by Loevinger. Impulsivity was measured through the use of the impulsivity and risk taking scales developed by Eysenck. The interrater reliability of the WUSCT was established and parcels of ego development, impulsivity, and word count items were entered into a parcel factor analysis. The factor analysis revealed differences in the order and strength of the factors for the two adolescence groups. Ego development was significantly higher in the older group and impulsivity seemed to be a more substantial component of ego functioning for the early adolescence group. The feasibility of factor analyzing the

WUSCT was demonstrated and future directions for identity and ego development research were suggested.

87

Praise, Reproof and Persistence in Preadolescent Girls.

Draper, T. W.

Winter 1981. v. 1 (4) p. 407-411.

Tucson, AZ: The Journal of Early Adolescence.

NAL Call No.: HQ796.J62

Abstract: Sixty ten and eleven year-old girls worked on a two-choice discrimination task under one of five conditions: no feedback; positive feedback following successes; positive feedback following failures; negative feedback following successes; and negative feedback following failures. The girls persisted longest on the task when they received positive feedback following failures. The argument is made that preadolescent girls attend most readily to the affective dimension of verbal feedback and that they are most motivated by positive statements that are not contingent on achievement or merit.

88

Pregnancy Risk Taking Among Adolescents.

Philliber, S.; Namerow, P. B.; Kaye, J. W.; and Kunkes, C. H.

Winter 1986. v. 1 (4) p. 463-481.

Tucson, AZ: The Journal of Adolescent Research.

NAL Call No.: HQ793.J68

Abstract: This research tests the utility of Kristin Luker's cost-benefit theory for adding to explanations of pregnancy risk taking among teenagers. The data come from interviews with 425 teen women in New York. The findings offer support for the Luker model, since in an equation also including background variables and level of ego development, four of the six Luker variables (the subjective probabilities of pregnancy and abortion and the disadvantages of pregnancy and birth control) were significantly related to pregnancy risk taking. The most parsimonious model to explain risk taking includes five Luker variables, as well as welfare history, a measure of previous risk taking, and level of ego development.

89

A Profile of High School Hobby Club Members, 1980 From the High School and Beyond Study of the National Center for Education Statistics High school and Beyond Study.

Erickson, Judith

Boys Town, NE: Boys Town Center for the Study of Youth Development, 1980.

NAL Call No.: LB3608.P7

Abstract: This is a national longitudinal study of cohorts of youth who were sophomores or seniors in American high schools in 1980. The basic data were gathered in the spring of 1980. Individual participants in the survey were chosen in a two-stage probability sample with schools as the first stage units and students within schools as the second. Public, parochial and other private institutions were included. Within each school, 36 seniors and 36 sophomores were randomly selected with a final sample of 28,240 seniors and 30,030 sophomores. A comprehensive survey was conducted. Analyses of the data were conducted through the Research Computing Division of the Boys Town Center for the Study of Youth Development. Basic data relating to this topic are presented for the sample as a whole.

90

A Profile of Honorary Club Members, 1980 From the High School and Beyond Study of the National Center for Education Statistics High school and Beyond Study.

Erickson, Judith

Boys Town, NE: Boys Town Center for the Study of Youth Development, 1980.

NAL Call No.: LB3605.P73

Abstract: This is a national longitudinal study of cohorts of youth who were sophomores or seniors in American high schools in 1980. The basic data were gathered in the spring of 1980. Individual participants in the survey were chosen in a two-stage probability sample with schools as the first stage units and students within schools as the second. Public, parochial and other private institutions were included. Within each school, 36 seniors, and 36 sophomores were randomly selected with a final sample of 28, 240 seniors and 30,030 sophomores. A comprehensive survey was conducted. Analyses of the data were conducted through the Research Computing Division of the Boys Town Center for the Study of Youth Development. Basic data relating to this topic are presented for the sample as a whole.

91

A Profile of Non-varsity Sport Team Members, 1980 From the High School and Beyond Study of the National Center for Education Statistics High school and Beyond Study.

Erickson, Judith

Boys Town, NE: Boys Town Center for the Study of Youth Development, 1980.

NAL Call No.: GV706.8.P72

Abstract: This is a national longitudinal study of cohorts of youth who were sophomores or seniors in American high schools in 1980. The basic data were gathered in the spring of 1980. Individual participants in the survey were chosen in a two-stage probability sample with schools as the first stage units and students within schools as the second. Public, parochial and other private institutions were included. Within each school,

36 seniors and 36 sophomores were randomly selected with a final sample of 28,240 seniors and 30,030 sophomores. A comprehensive survey was conducted. Analyses of the data were conducted through the Research Computing Division of the Boys Town Center for the Study of Youth Development. Basic data relating to this topic are presented for the sample as a whole.

92

A Profile of Participants in Religious Youth Activities, 1980 from the High School and Beyond Study of the National Center for Education Statistics High school and Beyond Study.

Erickson, Judith

Boys Town, NE: Boys Town Center for the Study of Youth Development, 1980.

NAL Call No.: LB3609.P7

Abstract: This is a national longitudinal study of cohorts of youth who were sophomores or seniors in American high schools in 1980. The basic data were gathered in the spring of 1980. Individual participants in the survey were chosen in a two-stage probability sample with schools as the first stage units and students within schools as the second. Public, parochial and other private institutions were included. Within each school, 36 seniors and 36 sophomores were randomly selected with a final sample of 28,240 seniors and 30,030 sophomores. A comprehensive survey was conducted. Analyses of the data were conducted through Research Computing Division of the Boys Town Center for the Study of Youth Development. Basic data are presented for the sample as a whole.

93

Profile of Preadolescent Values: Revisited.

McCartin, R.; Freehill, M. F.; and Greig, L. M.

Fall 1984. v. 4 (3) p. 223-230.

Tucson, AZ: The Journal of Early Adolescence.

NAL Call No.: HQ796.J62

Abstract: The findings obtained from a survey of values among sixth grade pupils were compared with those of a survey from an earlier generation of pupils in 1972 using the same questionnaire in the same schools and at the same grade level. There was complete agreement on three of the highest values, all indicating a preference for love and affection. Differences in ranking across the decade were for mid-level items with the 1982 group elevating a few relatively individualistic values and reducing the rankings of more social values such as Politeness and A Secure Country. Comparisons were also made for sub-groups of the 1982 population by sex and ethnicity. The proportion of each sub-group that ranked an item above the mean for the general group is reported. Only 8 out of 116 values were significantly different across groups, a finding consistent with evidence that agreement within a generational group tends to be strong.

A Profile of Student Government Participants, 1980 From the High School and Beyond Study of the National Center for Education Statistics High school and Beyond Study.

Erickson, Judith

Boys Town, NE: Boys Town Center for the Study of Youth Development, 1980.

NAL Call No.: LB3610.P7

Abstract: This is a national longitudinal study of cohorts of youth who were sophomores or seniors in American high schools in 1980. The basic data were gathered in the spring of 1980.

Individual participants in the survey were chosen in a two-stage probability sample with schools as the first stage units and students within schools as the second. Public, parochial and other private institutions were included. Within each school, 36 seniors and 36 sophomores were randomly selected with a final sample of 28,240 seniors and 30,030 sophomores. A comprehensive survey was conducted. Analyses of the data were conducted through the Research Computing Division of the Boys Center for the Study of Youth Development. Basic data relating to this topic are presented for the sample as a whole.

A Profile of Subject Matter Club Members, 1980 From the High School and Beyond Study of the National Center for Education Statistics High school and Beyond Study.

Erickson, Judith

Boys Town, NE: Boys Town Center for the Study of Youth Development, 1980.

NAL Call No.: LB3605.P72

Abstract: This is a national longitudinal study of cohorts of youth who were sophomores or seniors in American high schools in 1980. The basic data were gathered in the spring of 1980.

Individual participants in the survey were chosen in a two-stage probability sample with schools as the first stage units and students within schools as the second. Public, parochial and other private institutions were included. Within each school 36 seniors and 36 sophomores were randomly selected with a final sample of 28,240 seniors and 30,030 sophomores. A comprehensive survey was conducted. Analyses of the data were conducted through the Research Computing Division of the Boys Town Center for the Study of Youth Development. Basic data relating to this topic are presented for the sample as a whole.

96

A Profile of Varsity Sport Team Members, 1980 From the High School and Beyond Study of the National Center for Education Statistics High School and Beyond Study.

Erickson, Judith

Boys Town, NE: Boys Town Center for the Study of Youth Development, 1980.

NAL Call No.: GV706.8.P7

Abstract: This is a national longitudinal study of cohorts of youth who were sophomores or seniors in American high schools in 1980. The basic data were gathered in the spring of 1980. Individual participants in the survey were chosen in a two-stage probability sample with schools as the first stage units and students within schools as the second. Public, parochial and other private institutions were included. Within each school, 36 seniors and 36 sophomores were randomly selected with a final sample of 28, 240 seniors and 30,030 sophomores. A comprehensive survey was conducted. Analyses of the data were conducted through the Research Computing Division of the Boys Town Center for the Study of Youth Development. Basic data relating to this topic are presented for the sample as a whole.

97

Promoting Identity Development in Adolescents.

Enright, R. D.; Ganiere, D. M.; Buss, R. R.; Lapsley, D. K.; and Olson, L. M.

Fall 1983. v. 3 (3) p. 247-255.

Tucson, AZ: The Journal of Early Adolescence.

NAL Call No.: HQ796.J62

Abstract: A model of identity formation based on the cognitive developmental stages of social-perspective taking is described. The model assumes that identity can be achieved through cognitive strategies of considering the self in relation to one friend, one's family, the peer group, and society. A study with high school students was undertaken to test the model. The program included 43 high school seniors and lasted for two weeks. The experimental students were asked to take the perspective of each social entity above and then to consider how the self was like and unlike these. Repeated measures analyses of variance showed that the experimentals gained significantly more than the controls on Rasmussen's Ego Identity Scale (EIS) following the program.

98

Prosocial Behavior Between Friends in Middle Childhood and Early Adolescence.

Berndt, T. J.

Fall 1985. v. 5 (3) p. 307-317.

Tucson, AZ: The Journal of Early Adolescence.

NAL Call No.: HQ796.J62

Abstract: Fourth, sixth, and eighth graders were paired either with a close friend or with a classmate whom they neither strongly liked or disliked. The pairs of children were observed as they did two tasks that provided them with opportunities for generous or helpful behavior toward each other. On one task, children distributed rewards to themselves and to their partner. On the second task, children were allowed to help their partner get rewards when the partner had been placed at a disadvantage. The results showed an increase with age in the differences between friends' and classmates' behavior. Eighth graders were more generous and more helpful toward friends and classmates similarly. After doing the tasks, eighth graders also reported that they thought their friends less often competed with them and more often tried for equality in rewards than other classmates. Attributions about the partner's motives were similar for friends and classmates at sixth and fourth grade. The age differences in behavior and motives are compared with current theories of development of friendship.

99

Pubertal Timing and Identity Crisis: a Preliminary Investigation.

Berzonsky, M. D.; and Lombardo, J. P.

Fall 1983. v. 3 (3) p. 239-246.

Tucson, AZ: The Journal of Early Adolescence.

NAL Call No.: HQ796.J62

Abstract: Retrospective self-report data were utilized in an attempt to investigate the relationship between pubertal timing and identity-crisis status. Identity status interviews were administered to 105 late adolescents: 46 males and 59 females. Retrospective reports about pubertal onset were obtained. The results indicated that crisis males reportedly matured significantly later than their non-crisis counterparts whereas the opposite pattern was found with female subjects: crisis females reportedly matured earlier than their noncrisis counterparts. A social-learning interpretation is considered: adolescents who tend (or appear) to fit prevailing social expectation (viz., early-maturing males and late-maturing females) are less apt to deal with personal identity issues. Alternative interpretations and future research concerns are discussed.

100

Relationship Between Adolescent Sexual Stereotypes and Working Mothers.

Chandler, T. A.; Sawicki, R. F.; and Stryffeler, J. M.

Spring 1981. v. 1 (1) p. 72-83.

Tucson, AZ: The Journal of Early Adolescence.

NAL Call No.: HQ796.J62

Abstract: Using a modified Likert format, 438 (225 boys, 213 girls) eighth graders indicated their agreement or disagreement with 8 randomized stereotypic statements concerning women's role and 12 statements concerning women workers. In addition, students rated as masculine, feminine, or both a randomized list of 20 occupations. Results indicate sex differences in several stereotypic statements. The sex differences are more differentiated than sexual stereotypes would be more prevalent in the younger group than in the older. Highest positive correlation ($r=.26$; p less than .01) was between liberal attitudes toward women's role and current employment of mothers of the females. Lowest correlation ($r=.15$; p less than .05) was between less stereotyped view of occupation and current maternal employment of the females. There was no significant correlation between liberal attitudes toward women workers and current employment of the mothers of the females.

101

The Relationship Between Identity Development and Self-esteem During the Late Adolescent Years: Sex Differences.

Dusek, J.; Carter, O. B.; and Levy, G.

Fall 1986. v. 1 (3) p. 251-265.

Tucson, AZ: The Journal of Adolescent Research.

NAL Call No.: HQ793.J68

Abstract: The purpose of the two studies reported in this paper was to examine the relationship between identity and self-esteem development during the late adolescent years. Subjects in Study 1 completed the Inventory of Psychosocial Development and semantic differential measure of four components of self-esteem. Using a backwards stepwise multiple regression procedure the IPD scales that were significant predictors of the self-esteem measures were identified for males and for females. The subjects in the second study completed the same instruments. Multiple regression analyses were used to determine if the scales found to be significant predictors of self-esteem in the first study also predicted self-esteem in the second study. This was generally found to be the case except for the Masculinity/Femininity component of self-esteem for males. The findings were interpreted as demonstrating that resolution of identity issues has important implications for self-esteem, and that identity is differentially related to self-esteem for males and females.

102

The Relationship of Proportional Reasoning Ability to Self-concept: A Cognitive Developmental Approach.

Denny, B.M.; and Thomas, S.

Spring 1986. v 6(1) p. 45-54

Tuscon: The Journal of Adolescence.

NAL Call No.: HQ796.J62

Abstract: The relationship between proportional reasoning ability and self concept was studied from a cognitive development approach. A sample of 222 adolescents assigned to two problem solving groups, ineffective and effective, based on their performance on three sets of proportional reasoning tasks. The two groups had comparable Cognitive (intellectual) Skills Index scores. Data were also collected on self concept using the My Characteristic Self Scale, instrumentality and expressiveness (Self Perception Inventory); and masculinity (Adolescent Sex Role Inventory). the Hotelling Multivariate Test of Significance revealed statistical significance ($p=.05$) between the two problem solving groups. The investigation of the univariate F-tests indicated that self concept was a statistically significant ($p=.05$) dependent variable. The relationship between age and self concept was nonsignificant ($r=.19$). The results were discussed in relation to similar findings in elementary school and early adolescent age youth.

103

The Relationship of Self-Concept with Physical Estimation and Physical Performance For Preadolescent Boys and Girls.

Riley, J. H.

Winter 1983. v. 3 (4) p. 327-333.

Tucson, AZ: The Journal of Early Adolescence.

NAL Call No.: HQ796.J62

Abstract: Four hundred and ten male and female middle school subjects completed two identical assessments of self-concept, physical estimation, and physical performance at twelve week intervals. Significant positive relationships were found among the variables, although the strength of the relationships varied. These findings confirmed, across genders and two assessments, that the relationship between self-concept and physical estimation were consistently greater than the relationship between self-concept and physical performance. In addition, these findings indicated that gender and age are important mediating variables for understanding the relationships among self-concept, physical estimation, and physical performance.

104

Relationships Among Sexuality Attitudes, Knowledge, and Practices of Adolescents.

Kelly, Margaret

American Home Economics Association (Poster Session), n.p.

23 June 1986.

NAL Call No.: HQ35.K4

Abstract: Purposes of the study were to: (1) assess the sexuality attitudes, knowledge, and practices of adolescents and (2) examine the relationships among adolescents' sexuality attitudes, knowledge, and practices. A questionnaire was used to collect the data. General information, knowledge, attitudes, and

practices comprised the four parts of the questionnaire. Data were analyzed from 143 pregnant and parenting adolescents who were attending an alternative school for pregnant adolescents in Norfolk, Virginia. Data analysis included descriptive statistics and Pearson product-moment correlation coefficient to determine relationships among attitudes, knowledge, and practices. Findings reveal a positive correlation among sexuality attitudes, knowledge, and practices. Sexuality attitudes were more strongly related to practices than sexuality knowledge. Findings suggest the need to design and offer prevention programs which promote the attitude among adolescents that it is not okay for adolescents to engage in sexual intercourse, and, that sexually active adolescents should always use an effective method of birth control before engaging in sexual intercourse.

105

A Revision of the Extended Version of the Objective Measure of Ego Identity Status: an Identity Instrument For Use With Late Adolescents.

Bennion, L. D.; Adams, G. R.

Summer 1986. v. 1 (2) p. 183-197.

Tucson, AZ: The Journal of Adolescent Research.

NAL Call No.: HQ793.J68

Abstract: Previous work with the Extended Objective Measure of Ego Identity Status (EOM-EIS) has improved the assessment ability of the instrument. However, the interpersonal items were less consistent in ego identity classification than the ideological items. The interpersonal items were revised and, using a sample of 106 college students, tested to establish reliability and validity. The results from the revised EOM-EIS interpersonal and original ideological items were compared with scores on identity, intimacy, self-acceptance, authoritarian and social desirability scales. Convergent, discriminate, concurrent, and predictive validity and internal consistency (reliability) analyses demonstrate the interpersonal and ideological items can adequately measure identity status during late adolescence.

106

Self-concept and Sex-role Orientation: An Investigation Of Multidimensional Aspects of Personality Development in Adolescence.

Ziegler, C. B.; Dusek, J. B.; and Carter, D. B.

Spring 1984. v. 4 (1) p. 25-39.

Tucson, AZ: The Journal of Early Adolescence.

NAL Call No.: HQ796.J62

Abstract: A total of 354 6th through 12th grade adolescents completed both a measure of self-concept and revised version of

the Bem Sex Role Inventory in order to assess relationships between sex-role orientation and self-concept during adolescence. It was hypothesized that sex-role orientation and self-concept were systematically related multidimensional aspects of personality. The results confirmed the major hypotheses. Overall, Masculine and Androgynous adolescents scored significantly higher than did Feminine and Undifferentiated adolescents on the instrumental self-concept dimension of Achievement/Leadership. In contrast, Feminine and Androgynous adolescents scored significantly higher than their Masculine and Undifferentiated peers on the expressive self-concept dimension of Congeniality/Sociability. Feminine adolescents exhibited significantly higher adjustment self-concepts than did their Undifferentiated peers, but both groups scored lower on this aspect of self-concept than did Androgynous and Masculine adolescents. Finally, on the dimension of Masculinity/Femininity, Masculine adolescents scored significantly higher, and Feminine adolescents significantly lower, than did their Androgynous and Undifferentiated peers. Regression analyses indicated a significant Masculinity component for the instrumental, and a significantly Femininity component for the expressive, dimension of self-concept. In addition, only Masculinity contributed significantly to regression predicting overall Adjustment scores. No age differences emerged from any of the analyses. The results illustrate the utility of the notion that self-concept and sex-role orientation are multidimensional constructs.

107

Self-concepts of Rural Early Adolescent Juvenile Delinquents. Jurich, A. P.; and Andrews, D. Spring 1984. v. 4 (1) p. 41-46. Tucson, AZ: The Journal of Early Adolescence. Call No.: HQ796.J62

Abstract: Using a sample of rural early adolescents the present study found delinquent adolescents to have a lower self-concept than their nondelinquent counterparts, especially in the areas of body image, moral and ethical self, and family self-concept. These delinquents showed significant signs of maladjustment on the Tennessee Self-Concept Scale but accepted their negative self-image. Supplementary questions indicated that the delinquent group felt emotionally distant from their families, overreliant on their peers, and saw little hope for their future.

108

Sex Differences in the Relationship of Young Adolescents' Social Inferencing and Characteristic Social Conduct.

Mergendoller, J. R.; and Packer, M. J.

Fall 1986. v. 1 (3) p. 303-314.

Tucson, AZ: The Journal of Adolescent Research.

NAL Call No.: HQ793.J68

Abstract: Interrelations were examined between young adolescents' characteristics social conduct and their social inferencing ability. Factor analysis of 48 teachers' ratings of 119 seventh grade students' characteristic social conduct resulted in the extraction of two factors. The first represented integrative or other-enhancing behavior; the second factor for boys, and on a third orthogonal factor for girls. These results are interpreted in terms of male and female adolescents' differential ways of processing experience.

109

Sex-role Attitudes of Senior High School 4-H Members Regarding Careers and Employment.

Hildreth, G. J.; Richard, S. L.; and Burts, D. C.

Fall 1986. v. 1 (3) p. 267-276.

Tucson, AZ: The Journal of Adolescent Research.

NAL Call No.: HQ793.J68

Abstract: The study examined the factors that contribute to the formation of sex-role attitudes of high school adolescents from the Cane Belt Area in Louisiana. The sample consisted of 101 females and 65 males who were 11th and 12th grade students in the 4-H Club program. Data from the questionnaire were correlated with variables of sex, grade, mother's employment, and parental educational attainment. While both sexes displayed consistently nontraditional attitudes, females uniformly expressed less traditional attitudes than males. The variables with the exception of mother's education and grade level of respondents were shown to have a significant impact on the development of sex-role attitudes in the respondents. Data in this study also indicated females expressed a more nontraditional attitude towards employment expectations than did their male counterparts.

110

Sibling Relationship in Middle Childhood.

Lamb, Michael; and Sutton-Smith, Brian, Eds.

Hillsdale, NJ: L. Erlbaum Associates, 1982.

NAL Call No.: BF723.943S5

Abstract: Very few sibling studies were designed to illuminate developmental changes occurring during the middle childhood years. The existing cross-sectional studies of children representing ages 6-12 yield scant suggestion of the developmental changes occurring during middle childhood,

particularly for sibling relations. However, depending on the phase of middle childhood being experienced by one or more siblings in the family, sibling experiences result in differing outcomes. Nor are there studies that directly contrast sibling experiences in early childhood with those in middle childhood and with those in adolescence. The present review calls for longitudinal consideration of sibling conflict and its pattern of resolution over time as well as developmental consideration of issues that involve sibling dependency and needs for one another.

111

Sibling Relationships: Their Nature and Significance Across the Lifespan.

Lamb, Michael E.; and Sutton-Smith, Brian, Eds.

Hillsdale, NJ: L. Erlbaum Associates, 1982.

NAL Call No.: BF723.S43S5

Abstract: Very few sibling studies were designed to illuminate developmental changes occurring during the middle childhood years. The existing cross-sectional studies of children representing ages 6-12 yield scant suggestion of the developmental changes occurring during middle childhood, particularly for sibling relations. However, depending on the phase of middle childhood being experienced by one or more siblings in the family, sibling experiences result in differing outcomes. Nor are there studies that directly contrast sibling experiences in early childhood with those in middle childhood and with those in adolescence. The present review calls for longitudinal consideration of sibling conflict and its pattern of resolution over time as well as developmental consideration of issues that involve sibling dependency and needs for one another.

112

Social and Psychological Discriminants of Adolescent Suicide: Age and Sex Differences.

Triolo, S. J.; McKenry, P. C.; Tishler, C. L.; and Blyth, D. A. Fall 1984. v. 4 (3) p. 239-251.

Tucson, AZ: The Journal of Early Adolescence.

NAL Call No.: HQ796.J62

Abstract: Data from forty-six adolescent suicide attempters and their mothers, and a comparison group of 46 non-suicidal adolescents and their mothers, were analyzed to identify sex and age differences in adolescent suicidal behavior. In general, discriminant analysis indicated that variables descriptive of intra-familial attachments were more predictive of younger adolescent suicidal behavior whereas variables descriptive of

attachments outside the family were more predictive of older adolescent suicidal behavior. Also variables descriptive of the mother-child relationship were found to be more predictive of female adolescent suicidal behavior than that of males.

113

Social Characteristics of Early Adolescents: Age Versus Grade.
Thornburg, H. S.; and Jones, R. M.

Fall 1982. v. 2 (3) p. 229-239.

Tucson, AZ: The Journal of Early Adolescence.

NAL Call No.: HQ796.J62

Abstract: Interpretation and inference from previous adolescent studies of psychosocial development are both difficult and confusing. Inter-study discrepancies involving research paradigms, questions, designs, samples, and measurement have added to the confusion. Further, choosing different independent measures to address similar research questions has added to the problem. This study was designed to examine differences when using age or grade as the independent measure in studying psychosocial development among early adolescents. A number of findings are presented which indicate that age is a more potent mediator of adolescent development than grade. All twelve psychological and social characteristics examined in this study support this contention.

114

Social Foundations of Thought and Action: a Social Cognitive Theory.

Bandura, Albert.

Englewood Cliffs, NJ: Prentice-Hall, c1986.

NAL Call No.: HM251.B3

Abstract: This book presents the theory of human motivation and action, from the cognitive perspective. Chapter 1 concerns the models of human nature and causality, such as the Psychodynamic Theory, the Trait Theory, and the Social Cognitive Theory. Chapters 2 through 5 contain topics on observation learning, inactive learning, the diffusion of social practices, and predictive knowledge and forethought. Chapters 6 through 10 discusses incentive motivators, vicarious motivators, self-regulation mechanisms, self-efficacy, and cognitive regulators. The chapters in this book cover a many issues relating to human thought, motivation, and behavior.

115

Social Structure and Social Cognition in Early Adolescence:
Affiliative Patterns.

Cairns, R. B.; Perrin, J. E.; and Cairns, B. D.

Fall 1985. v. 5 (3) p. 339-355.

Tucson, AZ: The Journal of Early Adolescence.

NAL Call No.: HQ796.J62

Abstract: To investigate the relations between perceptions of the social structure and affiliative patterns in early adolescence, subjects in three grades of junior high school were studied in a multi-method, longitudinal research design. Interview, observational, and rating procedures were employed to obtain information about the effective social clusters within each class. After one year, the social structure of the 7th grade (now 8th) was reassessed. The results indicate high levels of consensus (in terms of accuracy, lack of intrusion) among adolescents in their conceptions of the social systems of which they are a part. This outcome was obtained across three grades and across gender groups within each grade. The perceived social clusters were closely related to the occurrence of behavioral interchanges of non-negative sort. Episodes of interpersonal conflict were as likely to occur with persons outside the individual's social cluster as with persons who were co-members. Implications of these findings for sociometric assessment and the veridicality of self-attributions are discussed.

116

Some Directions For the Investigation of Ego Development In
Early Adolescence.

Marcia, J. E.

Fall 1983. v. 3 (3) p. 215-223.

Tucson, AZ: The Journal of Early Adolescence.

NAL Call No.: HQ796.J62

Abstract: Early adolescence is discussed as a period in the life cycle marked by two important events in ego development: the formation of an ego ideal and the synthesis of an ego identity, both established by means of exploration and experimentation. It is suggested that our society, as contrasted with those offering structured rites of passage, provides the prolonged period of adolescence necessary for this development to take place. Three important precursors at early adolescence to an achieved identity at late adolescence are proposed: confidence in parental support; a sense of industry; and a self-reflective approach to one's future. These three variables have theoretical links, respectively, to psychoanalytic theory, ego developmental (psychosocial) theory, and cognitive structural developmental theory. It is hypothesized that the three variables relate to each other and to the identity statuses at late adolescence in a hierarchical manner.

117

Strategies for Smoking Prevention and Resistance Among Young Adolescents.

Covington, M. V.

Winter 1981. v. 1 (4) p. 349-356.

Tucson, AZ: The Journal of Early Adolescence.

NAL Call No.: HQ796.J62

Abstract: This article summarizes the conceptual approach taken by the Risk and Youth: Smoking Project to assess the dynamics of

smoking uptake and resistance among young adolescents and to develop widely applicable educational interventions to prevent or postpone the decision to smoke. Evidence is presented for the view that to be effective, interventions should work within the context of the naturally-occurring motivations of adolescence, and provide a range of problem-solving skills for coping with larger issues of personal-social significance that reduce the likelihood of conflict resolution in favor of smoking.

118

Summary of the Family's View of After-school Time.

Hedin, Diane, et al.

MN: Center for Youth Development & Research,

University of Minnesota, [1986].

NAL Call No.: HQ777.65.S5

Abstract: Three school districts in the greater Minneapolis area participated in this study: Burnsville, Edina and Minneapolis. The purpose of the study were: to determine the scope of the "latchkey" phenomenon in the Greater Minneapolis area, to learn about how children and early adolescents in grades K-8 spend their time after school, and to examine these issues both from the perspective of parents and students. Conclusions include that the majority of children K-8 are in self or sibling care part or most of each week, latchkey arrangements effect children in very different ways, for most respondents the pleasures of being home alone outweigh the worries they list, the trend of children home alone will probably accelerate in the 80's, and currently only about 1/3 of urban and 2/3 suburban children participate in after school programs.

119

Understanding of Child Development Knowledge By Older Adolescents.

Anderson, Sarah L.; and Fulton, Arlene M.

American Home Economics Association, Kansas City, Missouri, June 1986.

NAL Call No.: HQ767.85.A5

Abstract: The primary purpose of this study was to determine the knowledge of child development that college students had at the completion of an introductory course in child development. The Child Behavior and Development Inventory (CBDI) developed by Teleki (1982) was used to measure the knowledge level of students enrolled in a basic course which emphasized physical, social-emotional, and cognitive development during the childhood years (birth through adolescence). Total scores on the CBDI and on seven subsets of the CBDI were investigated. The variables studied included classification (upper and lower division undergraduates), prior course work (having completed or not completed previous courses in child development), and program of study (Home Economics, Education or Arts & Sciences).

120

Variables in Social Cognitive Development: Moral Judgement, Role-taking, Cognitive Processes, and Self-concept in Delinquents and Nondelinquents.

Hains, A. A.

Spring 1984. v. 4 (1) p. 65-74.

Tucson, AZ: The Journal of Early Adolescence.

NAL Call No.: HQ796.J62

Abstract: The purpose of the present project was to replicate past research showing delinquents lagging behind nondelinquents on moral judgement, role-taking, and logical cognitive tasks, and to provide instructions on moral judgement and role-taking tasks to stimulate delinquents' performance. The instructions were intended to investigate whether delinquents' inferior social cognitive performances may be due to a structural deficit, or whether they do not evoke skills they possess or not utilize skills they have the capacity to possess. Finally, since self-concept could play a role in monitoring cognitive activity, a self-concept could play a role in monitoring cognitive activity, a self-concept as a learner questionnaire was administered to assess any differences between groups. Delinquents displayed poorer performances than nondelinquents on moral reasoning and logical cognitive abilities, but not on role-taking. Instructions to enhance moral reasoning improved all participants' scores. However, the overall inferior performance by delinquents on moral reasoning appeared to be due to structural deficit. Delinquents' self-concept as a learner scores were similar to nondelinquents despite their lower performance on other measures, suggesting they may not be as aware of their cognitive capabilities.

121

Wanted and Unwanted Pregnancy in Early Adolescence: Evidence From a Clinic Population.

Lindemann, C.; and Scott, W. J.

Summer 1981. v. 1 (2) p. 185-193.

Tucson, AZ: The Journal of Early Adolescence.

NAL Call No.: HQ796.J62

Abstract: Data presented here from a university clinic for unwed pregnant early adolescents suggest two paths to pregnancy: (a) some females, though unmarried, apparently want to become pregnant and have a child; (b) others, who do not want a child, nonetheless become pregnant due to unforeseen circumstances. We report some critical differences in reproductive behavior between those who wanted to get pregnant and those who did not.

Implications are developed for theorizing about early adolescent pregnancy and for delivering pregnancy related services for teenagers.

122

Young Adolescents and Religion.

Benson, P. L.

Sept/Oct 1984. v. 5 (5) p. 17-21.

Tucson, AZ: New Designs for Youth Development.

NAL Call No.: HQ793.N48

Abstract: In this study religious involvement is tied to desirable behaviors and values. Except for the case of viewing religion as restricting, all other measures of religious sentiment are related to both inhibition of destructive behavior (chemical use, anti-social behavior, racism) and the promotion of social compassion. It appears, then that religion is, in most cases, a constructive influence in the lives of young adolescents. What can be done to encourage the adoption of religious values by young people? It was found that the most important factor is parental modeling. Young adolescents who value religion are particularly likely to have parents who talk to their children about religious concepts, pointing out how faith makes a difference in their lives. As long as this parental faith is liberating rather than restricting, children are likely to develop a similar religious perspective.

123

Young Adolescents and Their Parents.

Benson, P.L.; Johnson, A.L.; Wood, P.K.; Williams, D.L.; and Mills, J.E.

Minneapolis, MN: Search Institute, c1984.

NAL Call No.: HQ755.85.339

Abstract: this project brings together the research capability of the Search Institute and the programming expertise of thirteen national youth-serving organizations. the research component includes a 319-item survey given to more than 8,000 5th through 9th grade young adolescents and a different, 328-item survey administered to more than 10,000 parents of these youth. The findings generalize best to youth and parents who are relatively stable, emotionally and socially, and who are relatively active in a Protestant or Catholic congregation. While this does not cover the entire population of young adolescents and parents, it does represent a major segment of the youth and parent population. It is this segment of the population that many national youth-serving organizations are apt to reach. the information provided in this report is most helpful for diagnosing how national organizations like those involved in this report can better serve their existing clientele.

124

Young Adolescents' Perceptions of the Family Environment.

Richardson, R. A.; Galambos, N. L.; Schulenberg, J. D.; and Petersen, A. C.

Summer 1984. v. 4 (2) p. 131-153.

Tucson, AZ: The Journal of Early Adolescence.

NAL Call No.: HQ796.J62

Abstract: The physical, cognitive, and social change associated with early adolescence may have implications for the nature of family relationships. However, little information is available regarding the family context of early adolescent development. The purpose of this study is to provide preliminary descriptive data on the family environment during early adolescence. A sample of 335 youngsters from middle to upper-middle class families were interviewed twice a year during the sixth, seventh, and eighth grades. Responses to selected questions were used to examine four domains of family relationships: family affect and closeness, satisfaction and dissatisfactions with the family, family time and activities, and conflict and discipline. Results indicate that overall, as perceived by young adolescents, the family environment is characterized more by harmony than discord. Boys and girls consistently reported good to excellent relationships with their parents, with mothers emerging as particularly important sources of understanding.

125

Young Girls: a Portrait of Adolescence.

Konopka, Gisela

Englewood Cliffs, NJ: Prentice-Hall, c1976.

NAL Call No.: HQ798.K6

Abstract: Approximately 1,000 girls, age 12-18, were surveyed on their perceptions of marriage, education, sexuality, drugs,

and other vital matters. The results were written in this book as an analysis of the lives of America's young women.

126

The Youth Culture Controversy: an Evaluation.

Niles, F. S.

Fall 1981. v. 1 (3) p. 265-271.

Tucson, AZ: The Journal of Early Adolescence.

NAL Call No.: HQ796.J62

Abstract: Based on some evidence gathered from a study of early adolescents, this article attempts to resolve the "youth culture" controversy. It suggests that peer influence is strong during early adolescence but is limited only to certain areas of behavior which are largely allowed by parents. Furthermore, this trend of increased peer influence is symptomatic of a normal development toward autonomy and the forging of an individual identity. It is also argued that an interest in a "pop" culture is often mistakenly represented as the phenomenon of "youth culture," characterized by anti-adult, even antisocial behavior. In sum, utilizing research data gathered among 272 early adolescent females in Northern England, the argument is that, in actuality, there is no youth culture controversy.

127

Youth's Outlooks On Love: Is It Just A Stage of Two?

Sandor, D.; and Rosenthal, D. A.

Summer 1986. v. 1 (2) p. 199-212.

Tucson, AZ: The Journal of Adolescent Research.

NAL Call No.: HQ793.J68

Abstract: An attitudinal measure of Lee's typology of love was administered to a sample of 242 youths between 15 and 21 years. Variation in subjects' agreement with the six love types was analyzed as a function of sex, age, and resolution of Erikson's identity and intimacy crises. Male, and to a lesser degree, female preferences for love types corresponded with sex-role norms but there were no age effects. This suggested that the differences between the sexes occur before middle adolescence. Differences as a function of identity and intimacy were seen to reflect the construct validity of the measures rather than meaningful changes. The explanatory power of the identity and intimacy constructs, while superior to age as a developmental index, was not substantial.



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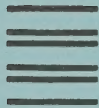
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